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ABSTRACT

This report provides the technical results of the 1971-72 national assessment of social studies. The results are summarized across assessment exercises for the sample. Exhibits include comparison of age for the learning area, of each of the National Assessment's reporting groups with the national level of performance, of the various groups within an age, and of performance on subsets of social studies exercises. The reporting population and subpopulations are categorized according to age, region of the country, sex, race, level of parental education, and type of community. For most of the exhibits, the exercises are divided into the three broad themes of skills, knowledges, and attitudes. Chapters present summary comparison data for exercises related to (1) the skills of obtaining and interpreting information; (2) the knowledge areas of economics, geography, history, and political science; and (3) attitudes about First Amendment rights. Summary comparison data are provided for the overlap exercises of the three basic themes--skills, knowledge, and attitudes. The last chapter includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all exercises from theme to objective. (Author/DE)

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

SOCIAL STUDIES TECHNICAL REPORT:

Summary Volume

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Social Studies Report No. 03-SS-21

November 1975

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NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS

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FOREWORD

The National Assessment of Educational Progress (NAEP) is an information-gathering project that surveys the educational attainments of 9-year-olds, 13-year-olds, 17-year-olds and adults (ages 26-35) in 10 learning areas: art, career and occupational development, citizenship, literature, mathematics, music, reading, social studies, science and writing. Different learning areas are assessed every year, and all areas are periodically reassessed in order to measure educational change.

Each assessment is the product of several years work by a great many educators, scholars and lay persons from across the country. Initially, these people design objectives for each area, proposing specific goals that they feel Americans should be achieving in the course of their education. After careful reviews, the objectives are given to exercise (item) writers, whose task it is to create measurement tools appropriate to the objectives.

When the exercises have passed extensive reviews by subject-matter specialists and measurement experts, they are administered to probability samples from various age levels. The people who compose these samples are chosen in such a way that the results of their assessment can be generalized to an entire national population. That is, on the basis of the performance of about 2,500 9-year-olds on a given exercise, we can generalize about the probable performance of all 9-year-olds in the nation.

National Assessment also publishes a general information yearbook that describes all major aspects of the Assessment's operation. The reader who desires more detailed information about how NAEP designs the sample, defines reporting groups, prepares and scores the exercises and analyzes and reports the results should consult the *General Information Yearbook, Report 03/04-GIY*.

ACKNOWLEDGMENTS

Many people have made substantial contributions to the social studies assessment, from the beginning of the National Assessment of Educational Progress (NAEP) in 1964 to completion of this technical report. Unfortunately, it is not possible to acknowledge them all here, and an apology is due to those whose names have been omitted.

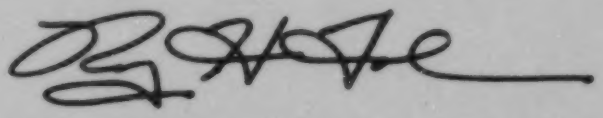
The original preparation of the objectives and exercises in the area of social studies was handled by the Educational Testing Service (ETS). Additional exercises in the attitudinal domain were developed by the American Institute for Research (AIR). These materials were reviewed by dozens of consultants, including social scientists, social science educators and interested lay persons.

The administration of the social studies assessment was conducted by the Research Triangle Institute (RTI) and the Measurement Research Center (MRC). Scoring and processing were carried out by MRC and by the NAEP staff. Louise Diana of MRC provided assistance in developing and refining categories used to score the exercises.

Special mention must be made of Milan Marich, University of Michigan, for his consultation throughout all phases of the assessment. His suggestions and reactions regarding exercises, scoring procedures and analyses schemes were greatly appreciated.

The implementation of the social studies assessment was a collaborative effort of the National Assessment staff. Special thanks must be given to the following people and departments. Richard Hulsart, Exercise Development Department, was involved in all phases of the assessment and had major responsibility for monitoring the developmental stages. Ina Mullis, Research and Analysis Department, planned and supervised the technical analysis of the social studies data and wrote and compiled this report. Special assistance throughout the assessment was provided by Susan Sullivan, and programming support was provided by William Ankeny, both of the Data Processing Department. Thanks are also given to Robert Crane, Writer, and Marci Reser and Eileen Wollam, Production Assistants, Utilization/Applications Department. Janet Bailey, Research and Analysis Department, programmed the graphics for this report.

Special thanks must also go to J. Stanley Ahmann, who directed the NAEP program throughout the period in which this information was gathered and reported.



Roy H. Forbes
Project Director

CHAPTER 1

THE SOCIAL STUDIES ASSESSMENT

Preparation for the social studies assessment began in the fall of 1965, when a panel of professionals convened to identify the objectives of social studies education. It was generally recognized that the domain of the social studies is almost limitless. Recognizing that it would be difficult to identify objectives that would be unanimously accepted, the committee decided to define the objectives in terms of what was taught in the schools. After extensive review a set of objectives was accepted, and exercise development began in 1966. Throughout the next years many exercise-review conferences were held and, in the fall of 1970, all of the social studies exercises were reviewed by the U.S. Office of Education. Social studies was assessed together with music. The exercises were packaged and printed, and the administration took place during 1971-72. After the administration, all open-ended exercises were scored by trained personnel. Exercise-by-exercise results and summary data were then computed by the National Assessment of Educational Progress (NAEP) staff.

National Assessment has made these data available in various reports. A general discussion of the social studies results can be found in *The First Social Studies Assessment: An Overview, Report 03-SS-00.* For those interested in the specific text and results for the exercises summarized, detailed exercise-by-exercise documentation is provided in the *Social Studies Technical Report: Exercise Volume, Report 03-SS-20.* Data is included for all exercises, but the exact exercise text is provided for only the released exercises. Some exercise texts are unreleased at this time because National Assessment will administer these same exercises again in five years to determine whether the performance level of Americans has improved or declined.

Focused reports are *Political Knowledge and Attitudes, Report 03-SS-01* and *Contemporary Social Issues, Report 03-SS-02.* In addition, National Assessment has produced computer data tapes, which contain the response data gathered in the social studies assessment. State and local educators who want to use National Assessment exercises in their own assessment programs, as well as others interested in more information, should find these additional reports and documentation useful.

Purpose of the Technical Summary

The purpose of this report is to document the results of the 1971-72 assessment of social studies. The data in this volume are not presented exercise by exercise. Results are summarized across exercises for groups of people. Exhibits include age comparisons for the learning area, comparisons of each of National Assessment's reporting groups with the national level of performance, comparisons of the various groups within an age and comparisons of performance on subsets of social studies exercises. An effort was made to summarize the data in ways that provide useful and interesting comparisons. The data can be used to identify the strengths and weaknesses of various groups of people. For example, this volume presents data comparing male-female performance across four age levels on social studies knowledge and attitudes. Performance of inner-city children is given for each objective measured, and results comparing regions of the country with national performance are also included. Sometimes patterns emerge that can form the basis for judgments and decisions about the direction of social studies education.

A description of National Assessment's sample design and the groups of people for which results have been summarized is presented later in this chapter. An explanation of how various types of exercises have been clustered follows.

How the Exercises are Classified

As mentioned above, the data included in this volume summarize results for certain subsets or clusters of exercises. National Assessment has worked closely with subject-matter specialists in making these decisions. The social studies exercises have been clustered in two different ways, by themes and by objectives. For most of the exhibits in this report, the exercises have been divided into three broad themes -- skills, knowledges and attitudes. An outline of the types of exercises that were classified into these themes follows.

I. Skills
   - A. Obtaining information
     1. Raises questions and seeks answers related to a variety of issues
     2. Identifies sources most suitable to solve a particular problem or find particular information
     3. Uses standard reference sources and aids to locate information
   - B. Interpreting information
     1. Uses basic problem-solving techniques of the social sciences to interpret information of various kinds

2. Interprets graphs and maps effectively
3. Uses a variety of nontraditional sources of information

II. Knowledges
   A. Economics
      1. Understands some of the basic characteristics of economic systems that are common to all industrial societies
   B. Geography
      1. Has knowledge of worldwide spatial distribution and interrelationship of the major features of man's physical and cultural environment
   C. History
      1. Understands some of the major developments in U.S. history
      2. Understands some of the major developments in world history
   D. Political science
      1. Knows some of the individuals and groups responsible for making government decisions
      2. Understands some of the rights and responsibilities granted in the Constitution
      3. Knows something about the election process and the role of political parties
      4. Understands some of the processes involved in political socialization

III. Attitudes
   A. Rights of the First Amendment
      1. Believes in the freedoms of the First Amendment and can justify that belief
   B. The worth of the individual
      1. Believes people should become involved in making decisions that affect their lives
      2. Has a sense of responsibility for the interest of others
      3. Respects the views and feelings of all people
      4. Believes in the rule of law and can justify that belief

Chapter 2 presents summary data for the exercises classified in the skills theme, Chapter 3 presents data for exercises classified in the knowledge theme and Chapter 4 presents data for exercises classified in the attitudes theme. Chapter 5 summarizes across themes.

Chapter 6 includes a copy of the five major social studies objectives and summaries of group results for each objective. Appendix A presents a cross-reference list for all exercises from theme to objective.

Sampling

The exercises were given to a national probability sample of 9-year-olds, 13-year-olds, 17-year-olds (including high school dropouts and early graduates) and young adults between the ages of 26 and 35.[1] Within the four age levels, National Assessment can report data about a limited number of subpopulations. Although the same included respondents from all 50 states and the District of Columbia, it was not of sufficient size to enable comparisons of the data between states, school districts, schools, teachers, etc.

The sample design employed by National Assessment was stratified by geographic region, state, size of community and socioeconomic level. The sample was drawn at three stages. The first-stage sampling units consisted of counties or groups of contiguous counties and was constructed using U.S. Census data on the numbers of persons living in those counties.

For the in-school assessment, a stratified random sample of primary sampling units (PSUs) was drawn. Lists were made of the schools in each selected unit. At the second stage, a sample of schools was selected within each PSU. Finally, within each selected school NAEP drew a random sample of students, and assigned those students to assessment booklets. Of course, all student listings were destroyed to protect the anonymity of the respondents. National Assessment has no records of the names of the students who took the booklets. The out-of-school sample design was similar to the in-school design. First, primary sampling units were drawn. Then, within each PSU a sample of small-area segments was obtained. Specially trained administrators located assessment participants within the area segments by visiting each housing unit and determining if any individuals of the appropriate age lived there. Of the eligible individuals, 84% participated in the social studies assessment.

About 90,000 respondents were sampled in the 1971-72 assessment. However, not all respondents took all exercises. For example, 25,500 13-year-olds participated in the social studies

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[1] An overview of the National Assessment sampling design for Years 03 and 04 is provided in Chapter 2 of the *General Information Yearbook, Report 03/04-GIY* (Washington, D.C.: Government Printing Office, 1974). For more detailed documentation, see J.R. Chromy et al., *The National Assessment Approach to Sampling* (Denver, Colo.: Education Commission of the States, 1974). For an introductory treatment aimed at state and local assessment problems, see R.M. Jaeger, *A Primer on Sampling for Statewide Assessment* (Princeton, N.J.: Educational Testing Service, Center for Statewide Educational Assessment, 1973).

assessment. Between 2,200-2,700 13-year-olds responded to each booklet of exercises.

Reporting Populations and Subpopulations

In addition to national results for 9-year-olds, 13-year-olds, 17-year-olds and young adults, National Assessment provides data about various groups of people. The variables used for this analysis are region of the country, sex, race, level of parental education and size and type of community. They are defined as follows.

Region

The country has been divided into four regions -- Northeast (NE), Southeast (SE), Central (C) and West (W) -- in order to present results for various regions relative to the national results.

Sex

Results are presented for males (M) and for females (F).

Race

Results are presented for whites (W) and blacks (B).

Parental Education

The four parental-education categories are defined by the highest level of education attained by either of a person's parents. The no-high-school (NHS) category is comprised of all people who indicated that neither parent went to high school. The some-high-school (SHS) category consists of all those who indicated that the parent with the most education attended high school but did not graduate. In the graduated-from-high-school (GHS) category are all those who indicated that at least one parent graduated from high school, and in the post-high-school (PHS) group are all those who indicated that at least one parent received some education past high school (college, vocational training or adult education courses).

Size and Type of Community (STOC)

The groups within this variable are defined by the size of a person's community and an occupational profile of the area his or her school serves.

Extreme rural (ER). People in this group attend schools in a community having a population less than about 8,000. Most residents in the area the school serves are farmers or farm workers.

Low metro (LM). Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the schools serve areas in which a high proportion of the residents are on welfare or not regularly employed.

High metro (HM). Individuals in this group attend schools within the city limits or residential area served by a city with a population greater than 150,000; the area served by the school consists primarily of residents who are professional or managerial personnel.

Urban fringe (UF). People in this group attend schools in the metropolitan area served by a city with more than 200,000

inhabitants; the school and the area it serves are outside of the city limits and are not included in either the low-metro or high-metro group.

Main big city (MBC). These are students attending schools in a big city (population greater than 200,000) who are not included in either the low-metro or high-metro groups.

Medium city (MC). Individuals in this group are those who attend schools in cities with populations between 25,000 and 200,000 that are not in high- or low-metro groups.

Small places (SP). People in this group attend schools in a community of less than 25,000 inhabitants, which are not included in the extreme-rural group.

Data Analysis

National Assessment weighted the data in accordance with the sample design and estimated the percentages of individuals in the population who possessed various knowledges, understandings, skills and attitudes.

To do so, NAEP has developed two baseline measures.

1. *P-Value.* An estimate of the percentage of persons in each of the populations who gave a certain response to a specific exercise. For example, the estimated percentage of 9-year-olds who answered a given exercise acceptably is defined as the sum of the weighted number of acceptable responses divided by the sum of the weighted number of responses for all 9-year-olds. Percentages for each reporting group were computed in the same manner using only the weighted responses for the people in that group.

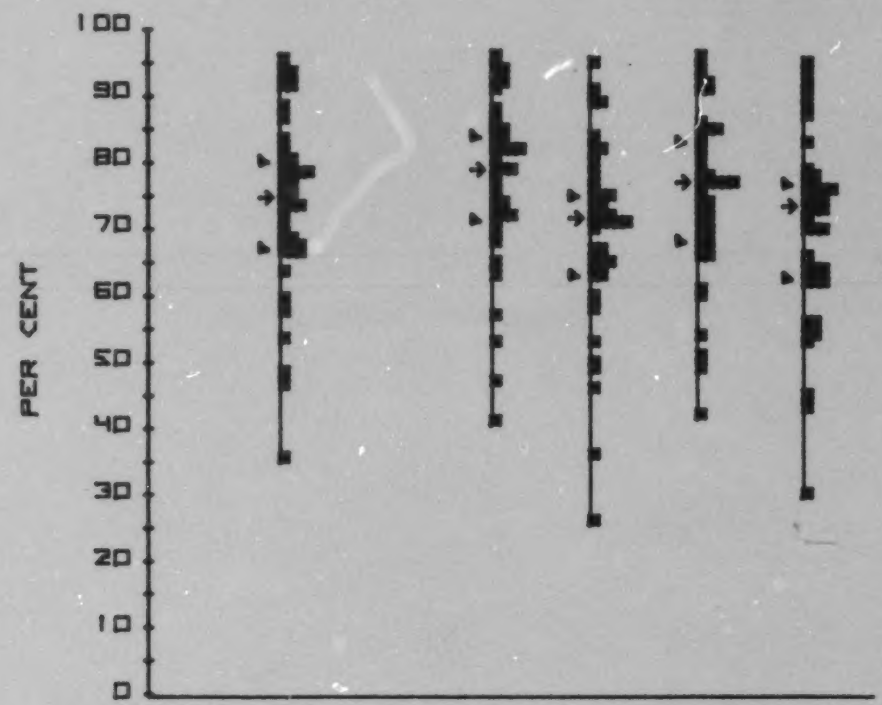
2. *ΔP-Value.* An estimate of the differences between the performance of a subpopulation and the performance of the total age population. A Δp-value is the difference between the estimated percentage of a group (for example, the Western region) that provided a particular response to an exercise and the corresponding national percentage:

   Western % - National % = Western ΔP-Value.

   If, on a given exercise, a group's percentage is lower than the national percentage, the difference between the two percentages is expressed as a negative number; if a group's percentage of success is higher than the national percentage, the group's difference in performance is a

positive number. For example, if on a given exercise 74% of the 13-year-olds in the West gave an acceptable response, but only 68% of the national sample did so, then the West Δp-value for 13-year-olds would be +6 percentage points.

National Assessment used both of these measures for summary analysis.



GROUP	NAT	NE	SE	C	W
MEDIAN P	74	79	72	77	74

By looking at an exhibit of p-values (see above), the range of percentages for the nation and each reporting group for a given set of exercises can be studied and compared. Each black square represents one exercise or exercise part. Each distribution of exercise results is also accompanied by the following information.

1. *Median P-Value (→).* When the p-values for a set of exercises have been rank ordered, middle p-value. For an odd number of p-values, the median = $\frac{N+1}{2}$th p-value.

For an even number of p-values, the median = $\frac{1}{2}\left(\frac{N}{2}\text{th p-value} + \left(\frac{N}{2}+1\right)\text{th p-value}\right)$.

2. *Hinge P-Value (◣).* Similar to quartile. Divide the rank-ordered p-values into two sets at the median (for an odd number of p-values, the median p-value is a member of both sets). The upper and lower hinges are the medians of those sets.

For a given set of exercises, a group's achievement relative to national level of achievement can also be summarized using differences from national percentages of success. One table of median Δp-values is included in Chapter 5 of this report. A definition follows.

> *Median ΔP-Value.* When the Δp-values have been rank ordered from positive to negative values, the middle Δp-value. For example: If on a set of 5 exercises the percentages of success for all 9-year-olds were 90%, 40%, 82%, 75% and 60%, and the percentages of success for a particular group -- Northeast 9-year-olds, for instance -- on these same exercises were, respectively, 95%, 44%, 85%, 77% and 61%, then the group's differences would be +5%, +4%, +3%, +2% and +1%. The group's median difference from a national performance level -- that figure above and below which 50% of its exercise differences lie -- would be +3%. If more than 12 exercises are summarized the median difference provides a stable indicator of a group's typical performance over the set of exercises.

All exhibits in this report are accompanied by information that tells the number of observations (p-values or Δp-values) that were used in the analyses. Each single-part exercise contributed one p-value (one observation or black box) to the summary analyses. For some multipart exercises, subject-matter specialists and educators decided that respondents must have all parts acceptable in order to achieve an acceptable performance level on an exercise. Other multipart exercises were analyzed as if each part was a separate exercise.

Limitations of the Data

Clearly, neither this booklet, nor future Assessment reports, will answer all the questions people have about the effectiveness of social studies education. However, data is provided about

specific groups of exercises, and these data can be used to make generalizations about the results of social studies education.

Interpretation of the data is a difficult process. The results may prove encouraging from one perspective, discouraging from another. Much of the data may only confirm what the readers might already suspect, but documentation itself is a positive and important step. Each reader will have to assimilate the data to draw his own conclusions. It is our hope that this assessment will raise and encourage questions, promote widespread discussion, serve as a stimulus for further research and help raise the quality of social studies education in America.

CHAPTER 2

SKILLS THEME

The exercises summarized in this chapter attempted to measure skills related to obtaining and interpreting information. For example, exercises required respondents (1) to use a card catalogue, (2) to select the correct source of information to learn about news during the last 24 hours or the early settlement of their state, (3) to read tables, maps and graphs and (4) to distinguish fact statements from opinions.

The first summary graphs in this chapter, pages 13-16, depict the range of percentages for the nation and each group for the exercises clustered in the skills theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds; the second exhibit shows percentages for 13-year-olds; the third, for 17-year-olds; and the fourth, for young adults.

For example, on page 13 it can be seen that 9-year-old percentages for the nation as a whole range from 36% to 96%. Their median percentage is 74%. The range of the middle 50% of the exercises is between the lower hinge of 61% and the upper hinge of 80%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Northeast typically performed somewhat above the nation on these exercises. Their median percentage is 79%, and the range of the middle 50% of their exercises is between 70% and 85%.

To determine the content of specific exercises, readers can cross reference with *The First Social Studies Assessment: An Overview, Report 03-SS-00* and the *Social Studies Technical Report: Exercise Volume, Report 03-SS-20.* For example, by looking on page 12 of *The First Social Studies Assessment: An Overview* it can be seen that the 36% exercise for the national sample of 9-year-olds dealt with translating information found in a table of contents. The exact text of this exercise is located in the *Social Studies Technical Report: Exercise Volume.*

When interpreting the group data in these exhibits, all the variables influeincing the educational process must be considered. Within the limitations due to measurement and sampling error, the

data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

SKILLS THEME

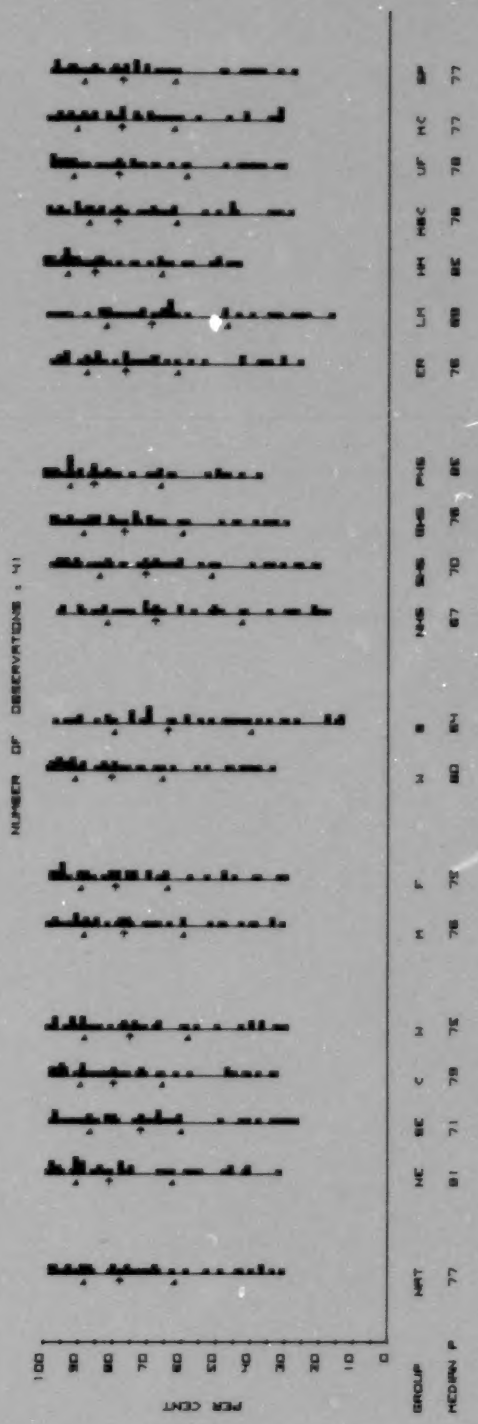
AGE 9

SKILLS THEME

AGE 13

SKILLS THEME

AGE 17



SKILLS THEME

ADULT

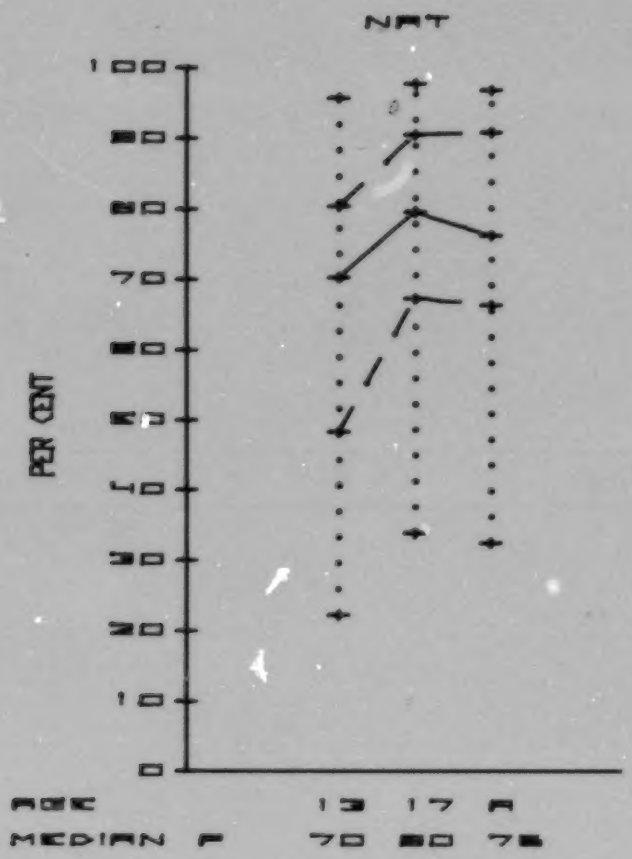
Overlap Exercises

The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the social studies assessment, 9-year-old exercises differed considerably from exercises given at the older ages. We can compare the performance of 13-year-olds, 17-year-olds and young adults, since 36 of the same exercises were given to these three age levels.

Pages 19-24 contain summary graphs depicting cross-age comparisons for the social studies exercises in the skills theme. There is an exhibit for each reporting category comparing the three ages for the reporting groups in that category. The first displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected by a solid line on the graph. It can be seen that the median percentage on the skills exercises was 70% for 13-year-olds and 80% for 17-year-olds, an increase of 10%. The median percentage for adults decreased to 76%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the percentages for that age.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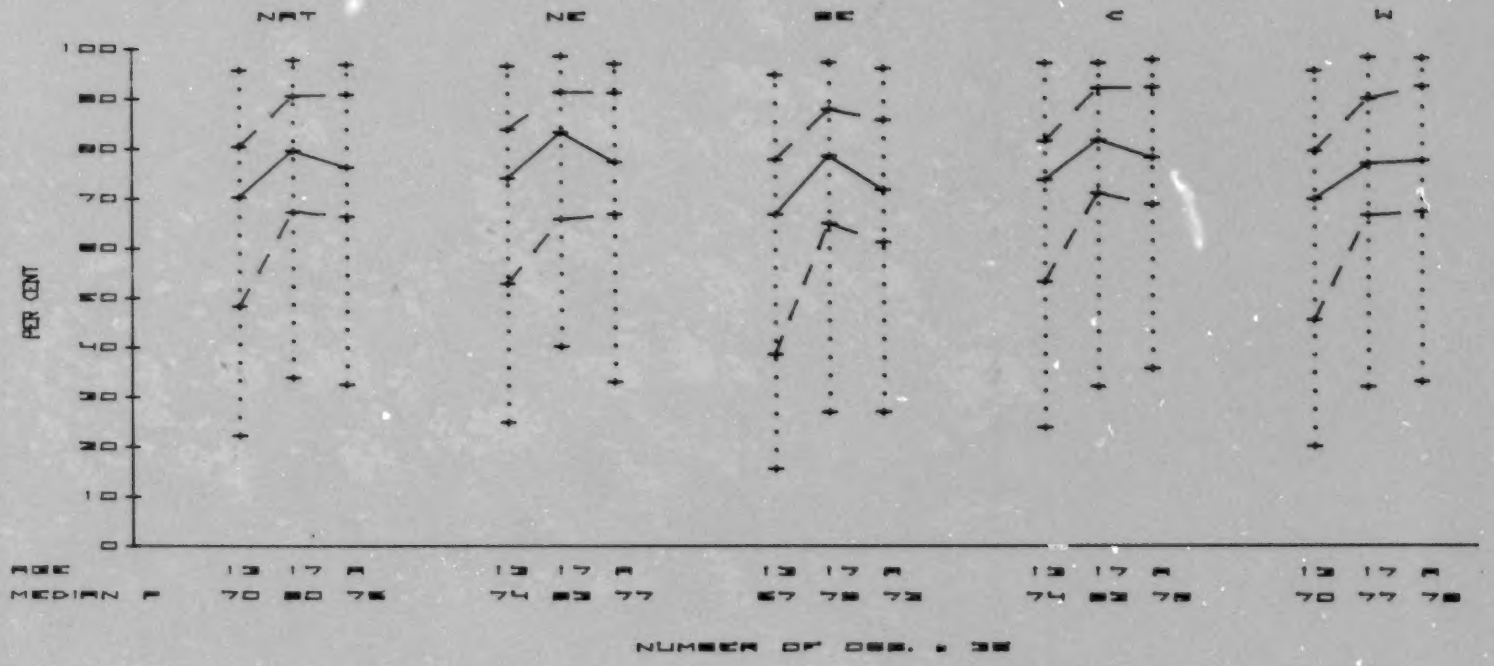

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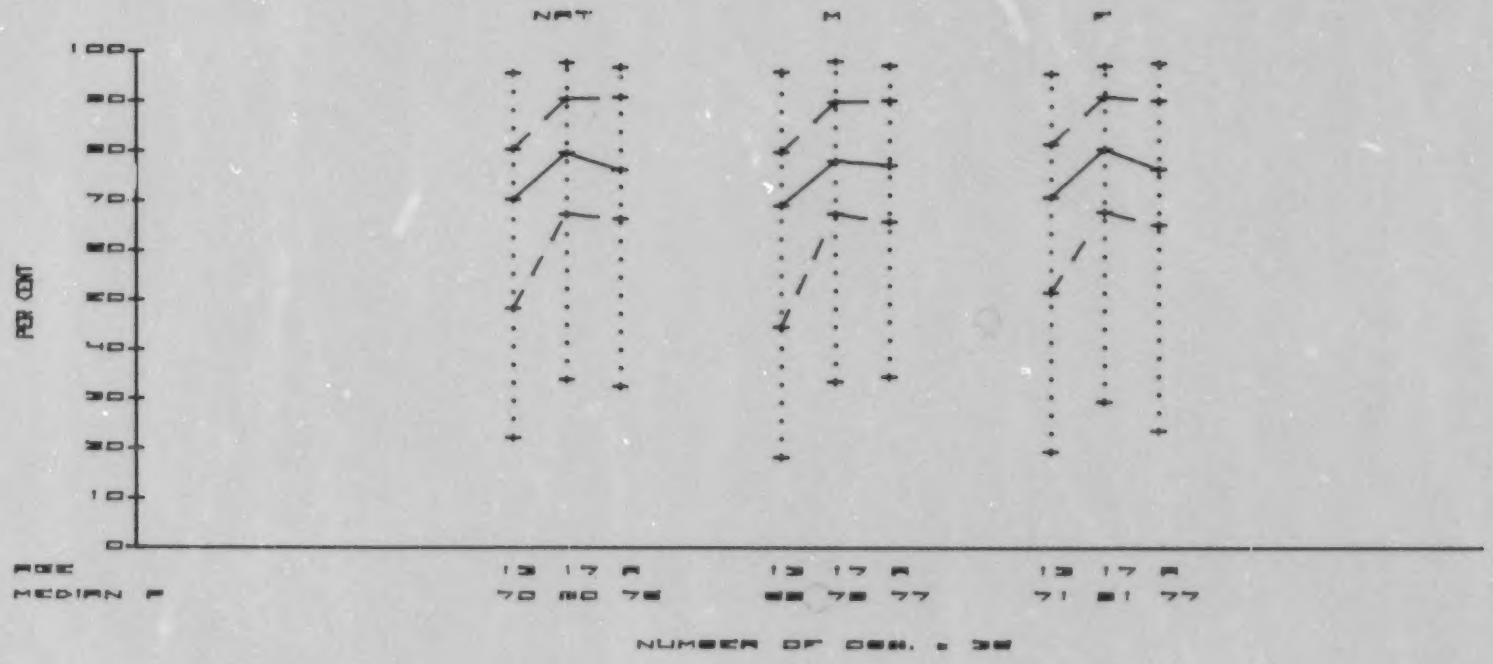

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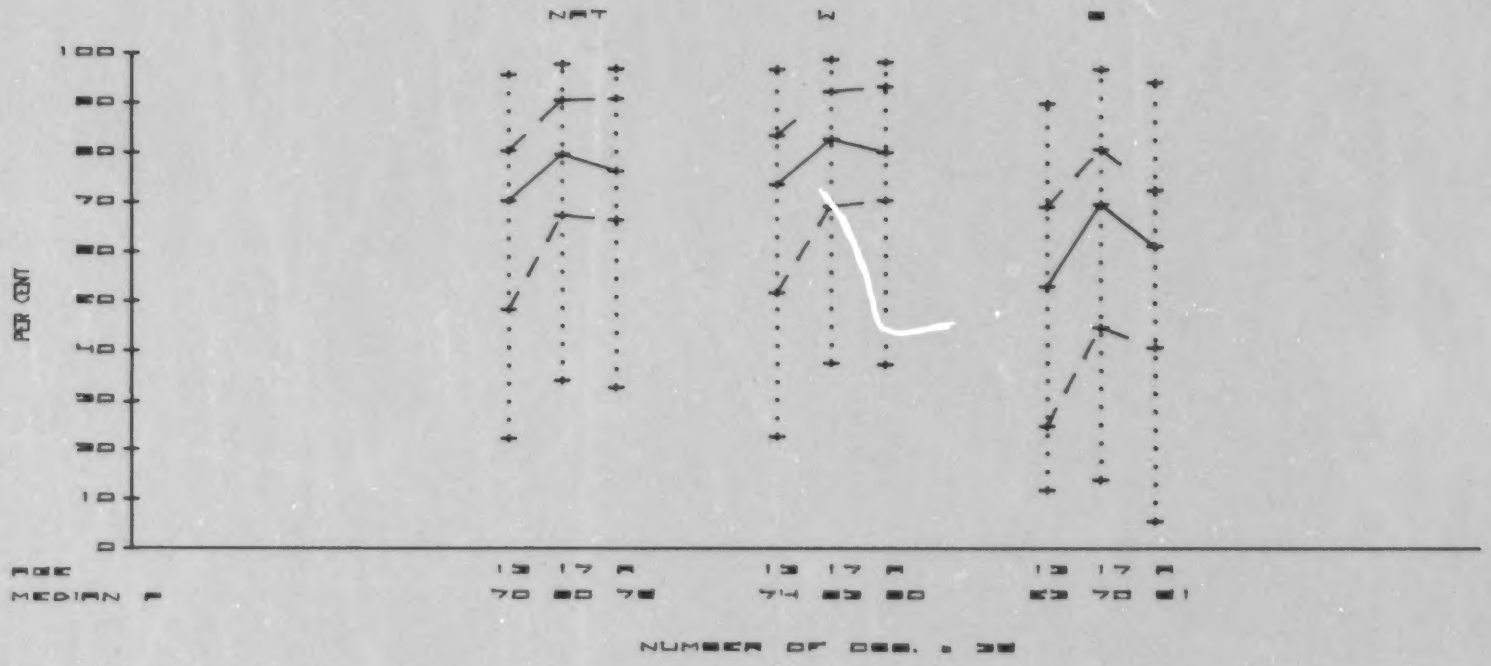

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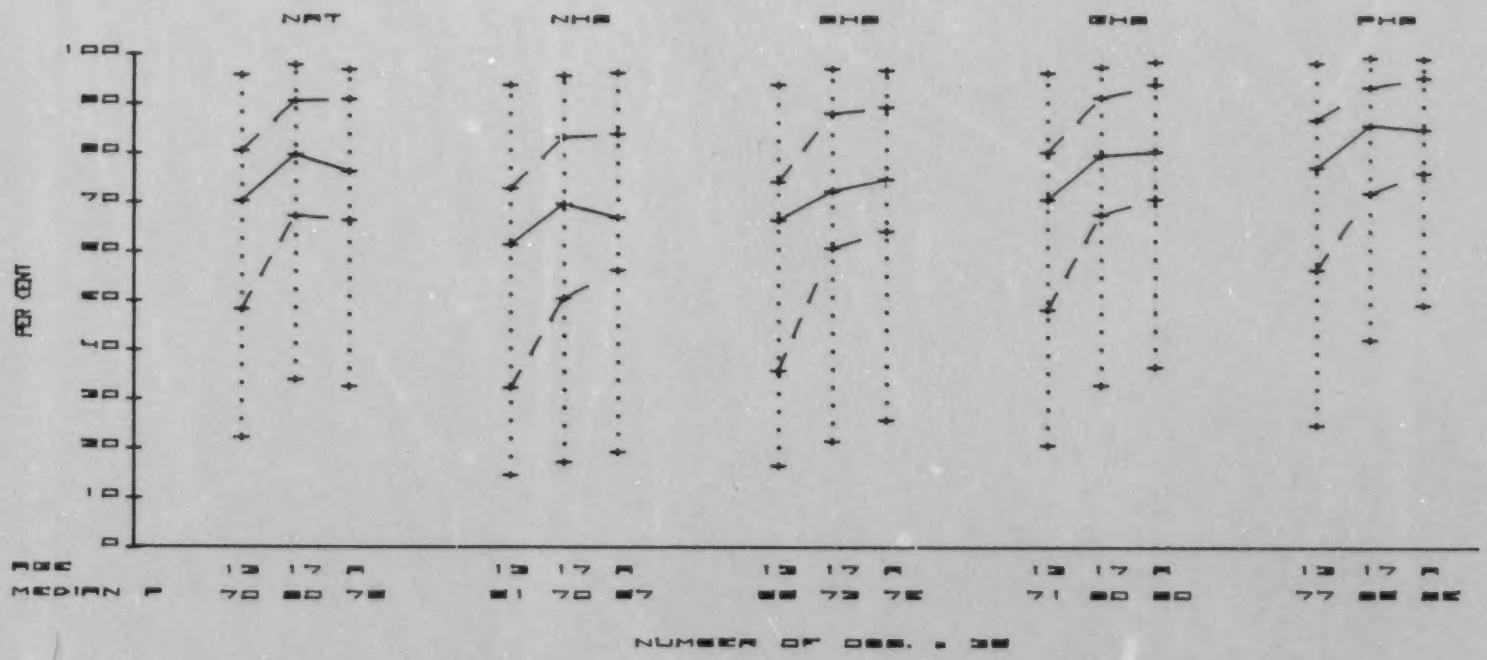

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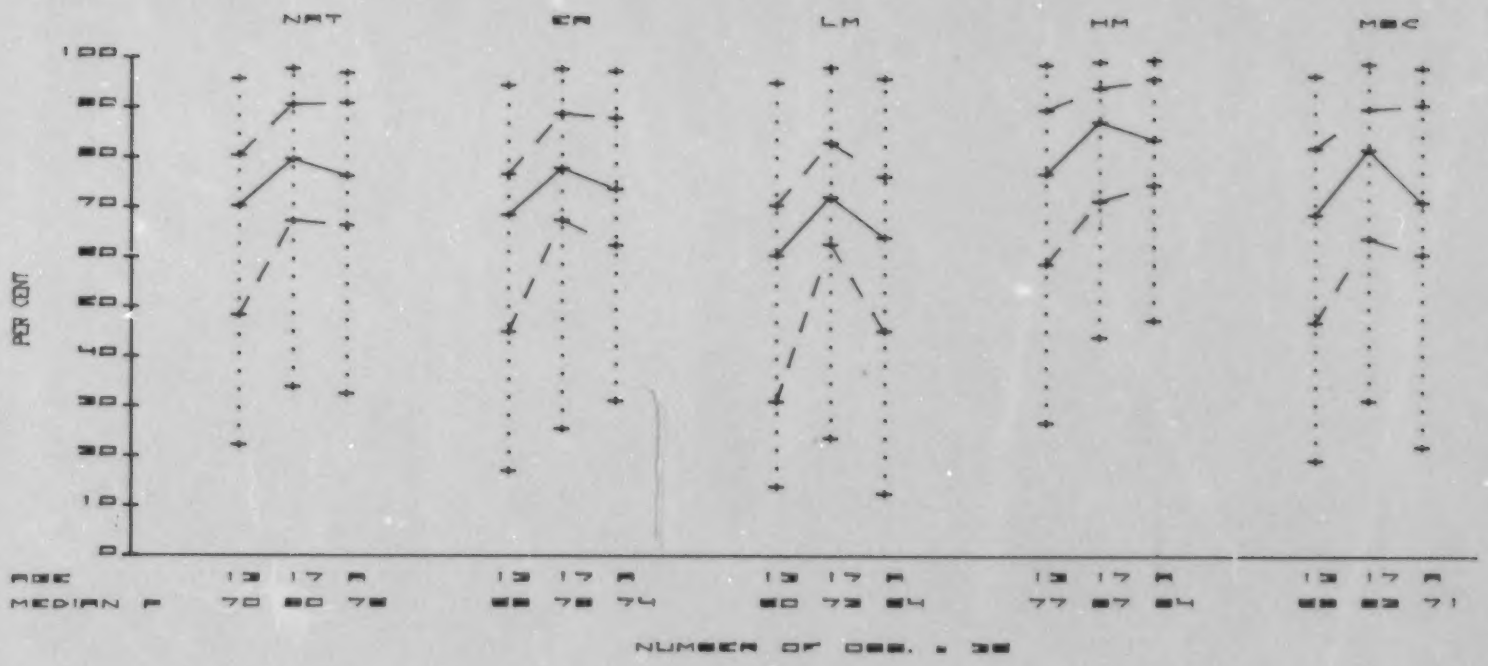

SKILLS THEME
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CHAPTER 3

KNOWLEDGE THEME

The exercises summarized in this chapter attempted to measure knowledge about economics, geography, history and political science. For example, exercises required respondents to (1) understand credit purchases, (2) know the location of major rivers, (3) name three problems facing large cities, (4) know some relationships between man and his environment, (5) understand the role of the United Nations and (6) understand the structure and know some functions of the three levels of government.

The first summary graphs in this chapter, pages 27-30, depict the range of percentages for the nation and each group for the exercises clustered in the knowledge theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds; the second exhibit shows percentages for 13-year-olds; the third, for 17-year-olds; and the fourth, for young adults.

For example, on page 27 it can be seen that 9-year-old percentages for the nation as a whole range from 0% to 97%. Their median percentage is 58%. The range of the middle 50% of the exercises is between the lower hinge of 40% and the upper hinge of 79%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Northeast typically performed somewhat above the nation on these exercises. Their median percentage is 62%, and the range of the middle 50% of their exercises is between 44% and 83%.

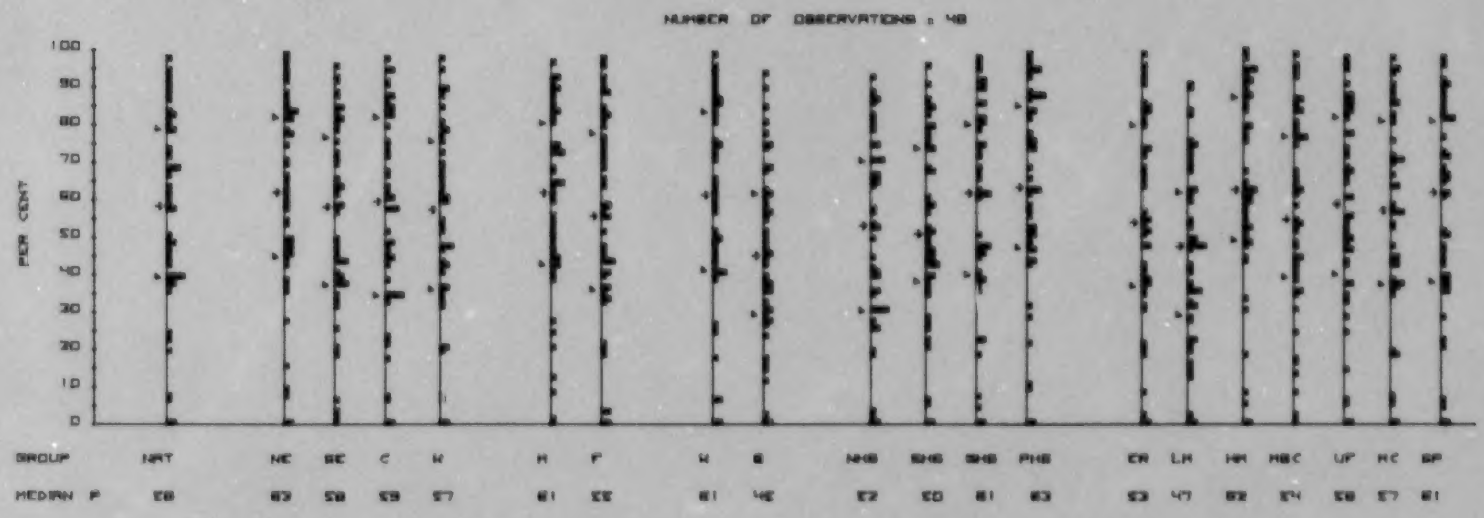
To determine the content of specific exercises, readers can cross reference with *The First Social Studies Assessment: An Overview, Report 03-SS-00* and the *Social Studies Technical Report: Exercise Volume, Report 03-SS-20.* For example, by looking on page 32 of *The First Social Studies Assessment: An Overview* it can be seen that the 0% exercise for the national sample of 9-year-olds dealt with naming two famous Oriental Americans. The exact text of this exercise is located in the *Social Studies Technical Report: Exercise Volume.*

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered.

Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

KNOWLEDGE THEME

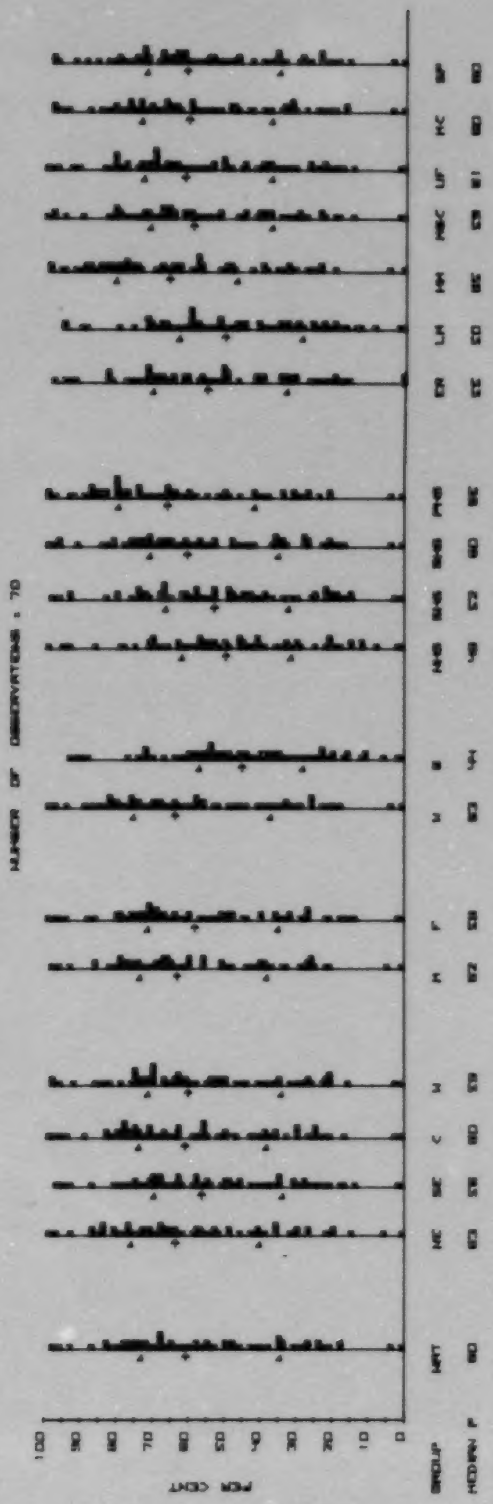
AGE 9


NUMBER OF OBSERVATIONS = 48
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W S NAS SAS SAS PAS ER LR HR MBC UP RC SP
MEDIAN P 58 63 58 59 57 61 55 61 46 52 50 61 63 53 47 62 64 58 57 61

3.1

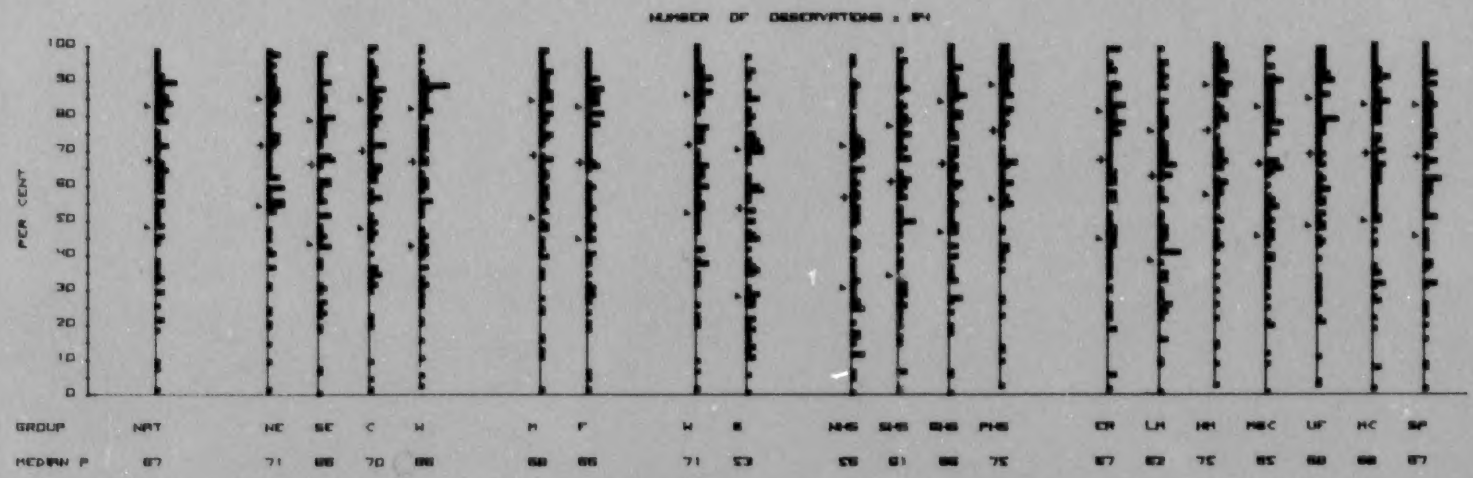
KNOWLEDGE THEME

AGE 13



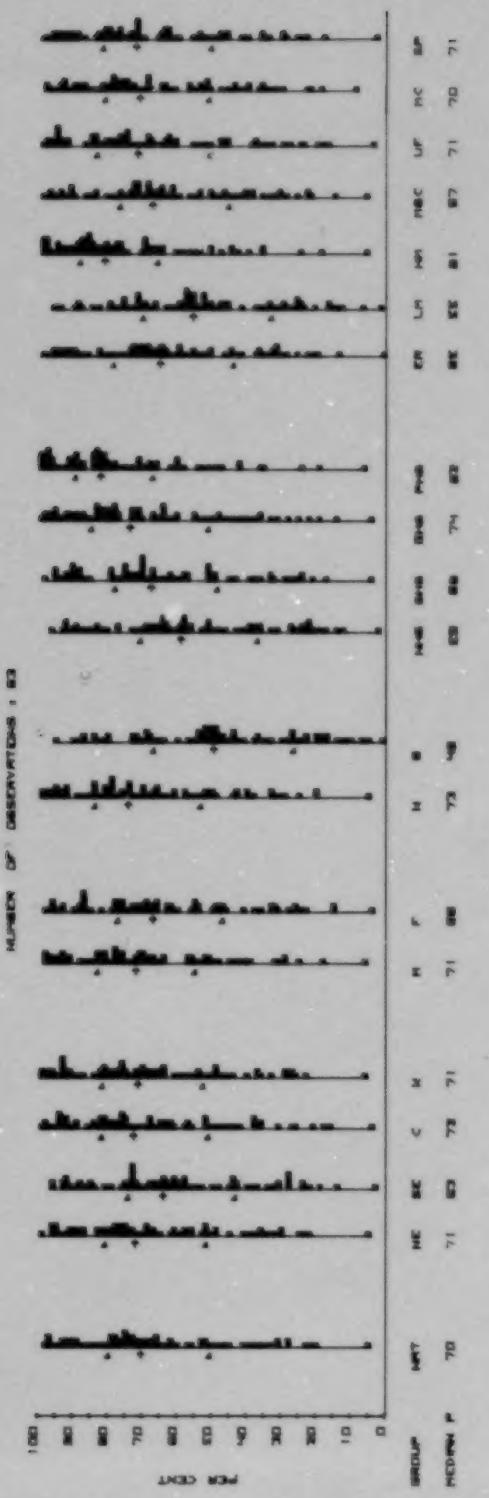
KNOWLEDGE THEME

AGE 17



KNOWLEDGE THEME

ADULT



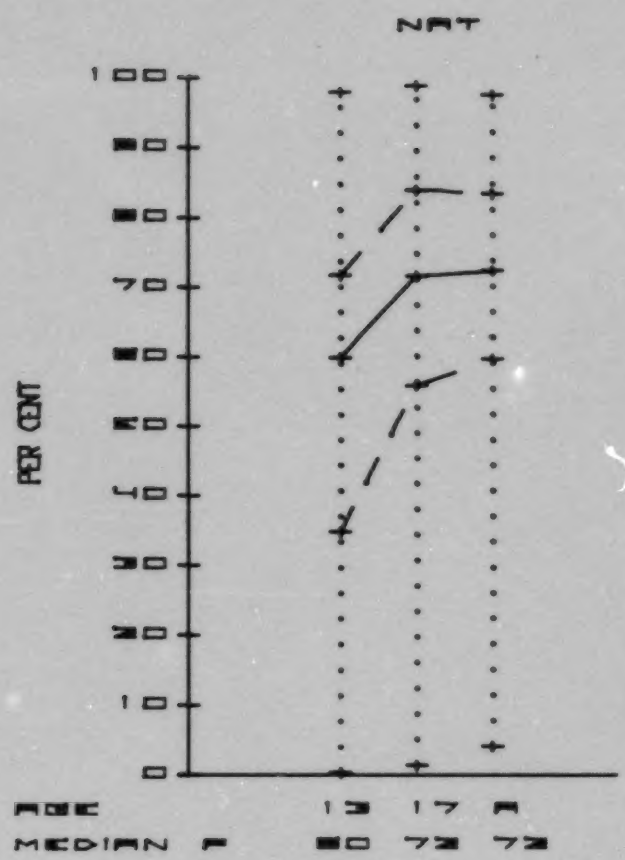
Overlap Exercises

The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the social studies assessment, 9-year-old exercises differed considerably from exercises given at the older ages. We can compare the performance of 13-year-olds, 17-year-olds and young adults, since 65 of the same exercises were given to these three age levels.

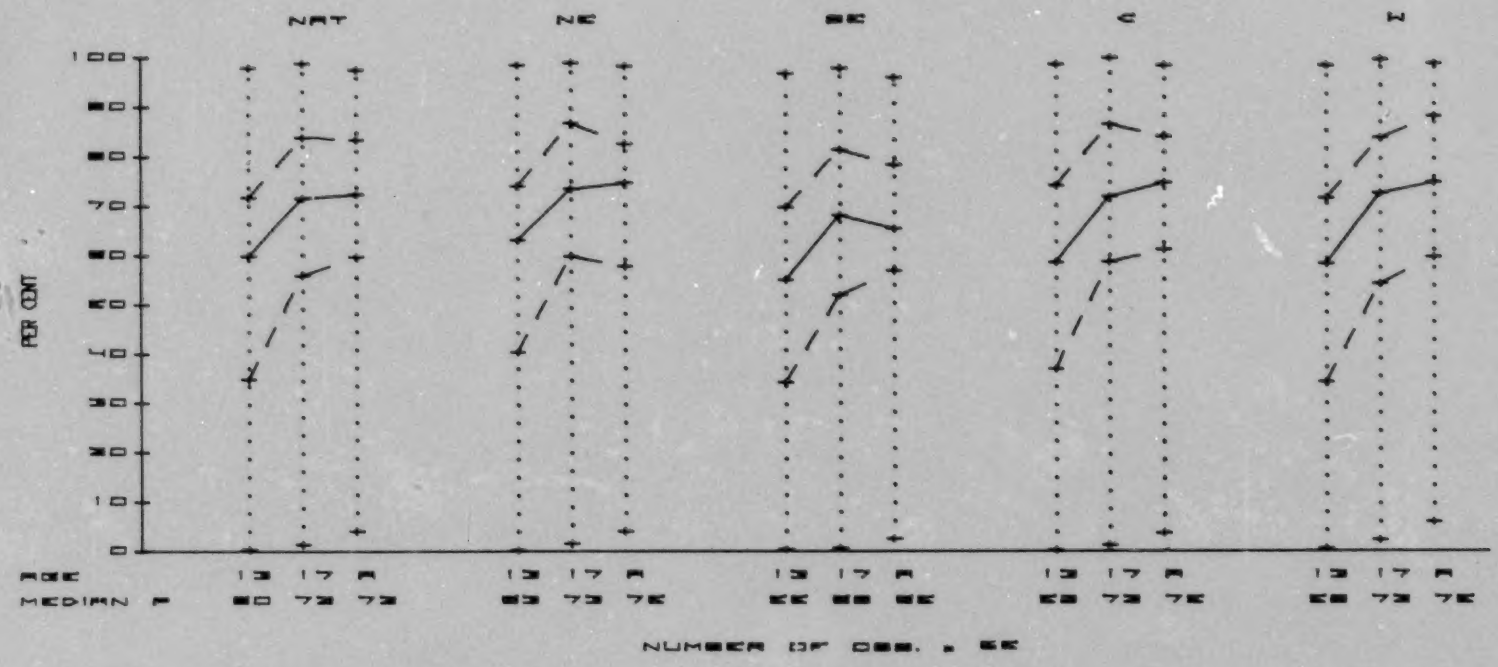
Pages 33-38 contain summary graphs depicting cross-age comparisons for the social studies exercises in the knowledge theme. There is an exhibit for each reporting category comparing the three ages for the reporting groups in that category. The first displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

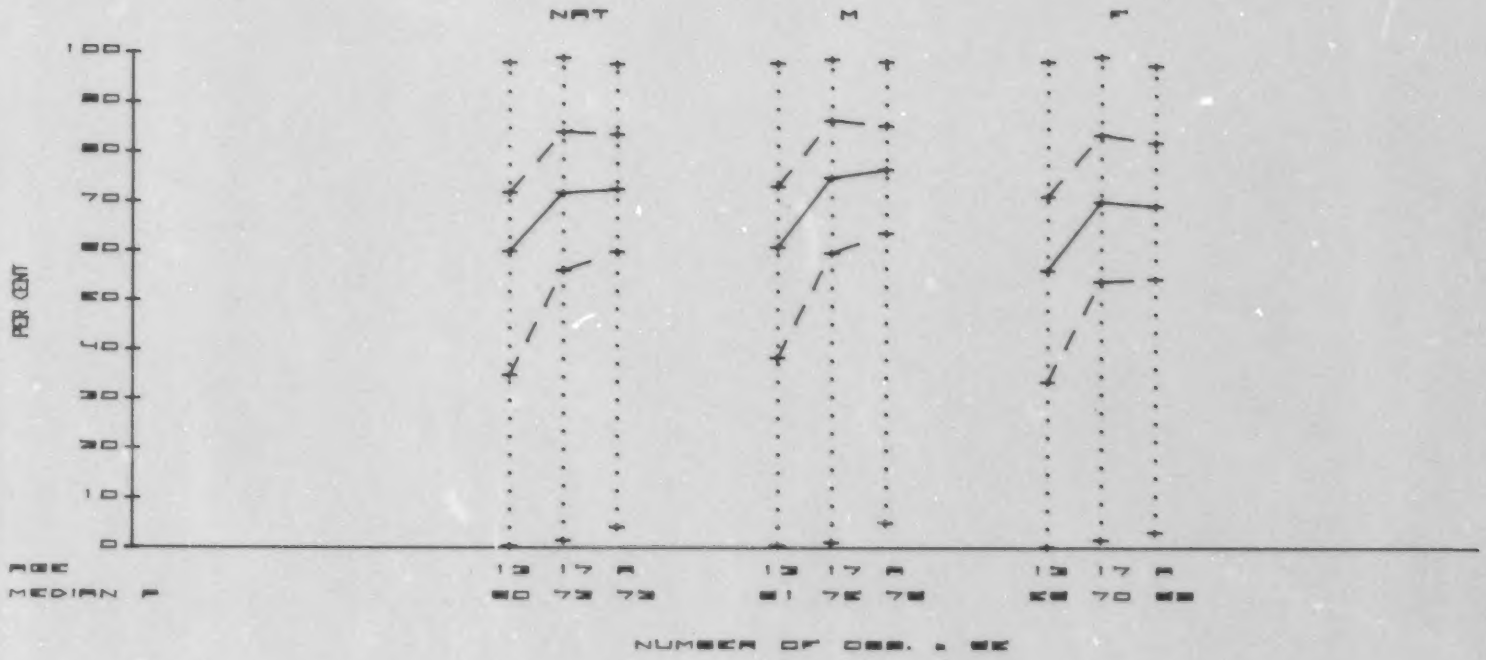
The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected by a solid line on the graph. It can be seen that the median percentage on the knowledge exercises was 60% for 13-year-olds and 72% for 17-year-olds, an increase of 12%. The median percentage for adults was also 72%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the percentages for that age.


NAT
100
90
80
70
60
50
40
30
20
10
0
PER CENT
AGE
13
17
A
MEDIAN
80
72
72

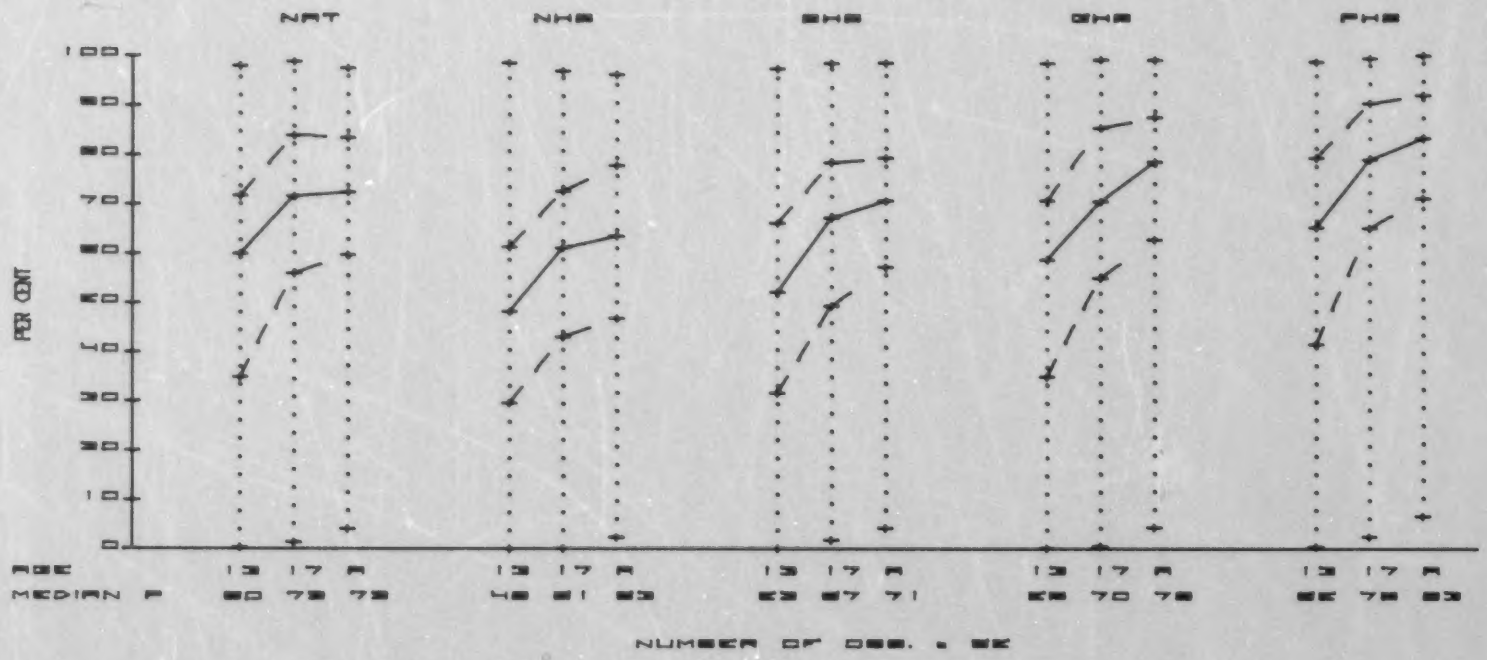
KNOWLEDGE THEME

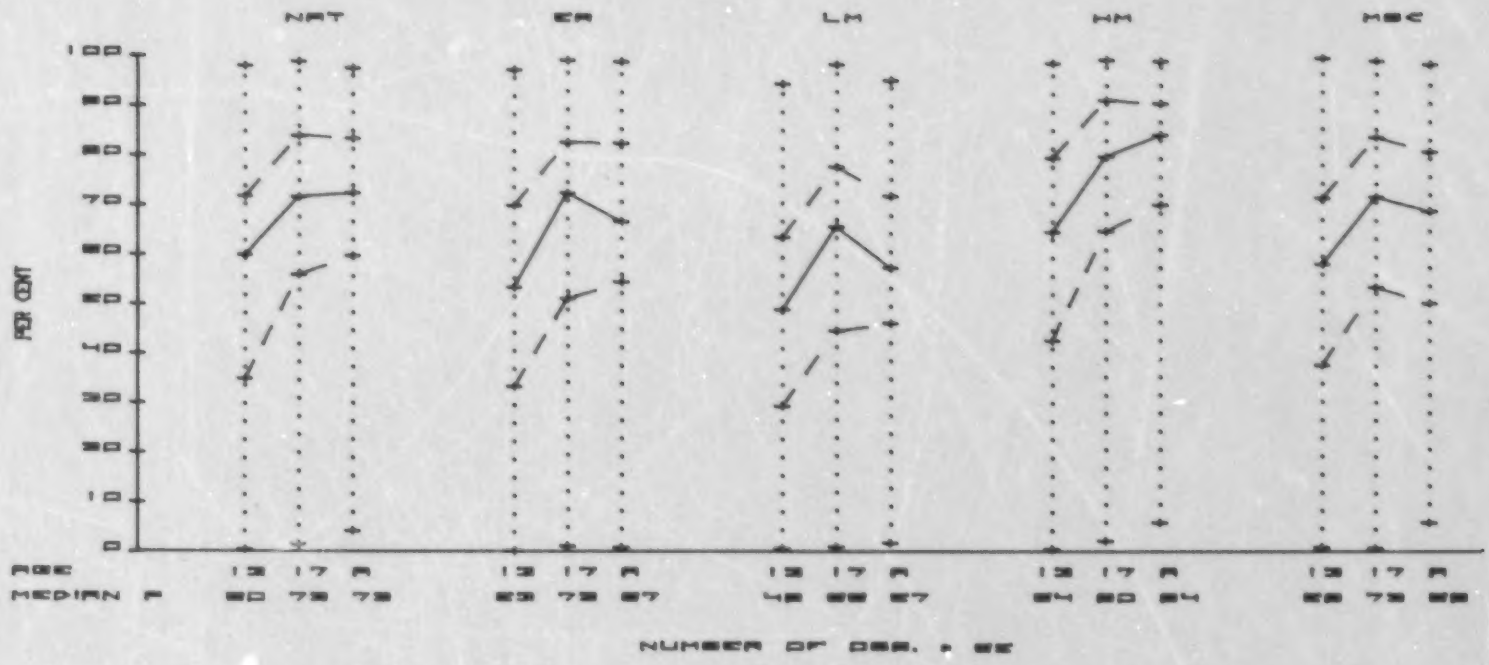
OVERLAP -- 13 17 A

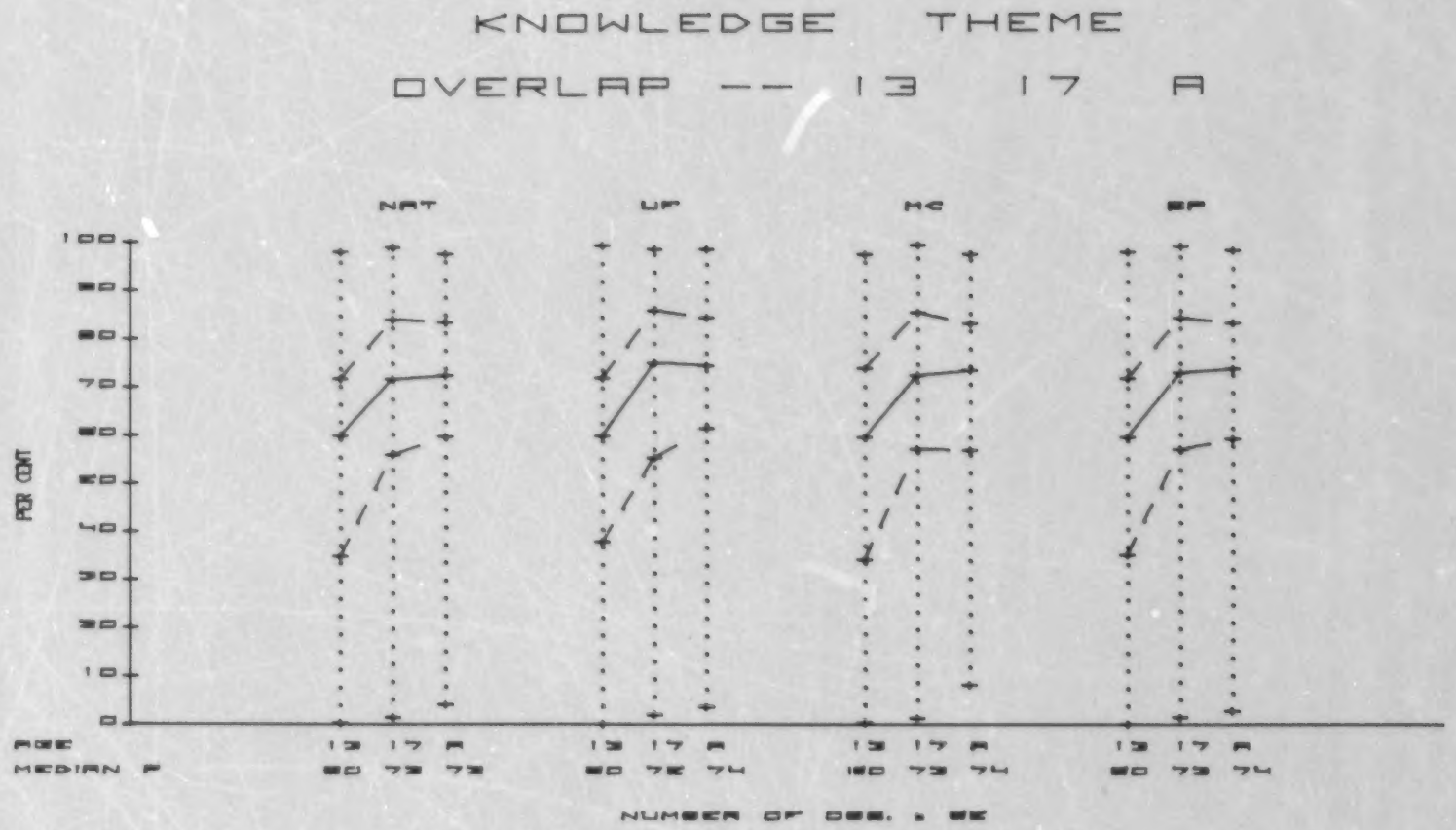



KNOWLEDGE THEME
OVERLAP -- 13 17 A
NAT
M
F
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
MEDIAN P
13 17 A
80 73 73
13 17 A
81 75 75
13 17 A
68 70 68
NUMBER OF OBS. = 68

KNOWLEDGE THEME
OVERLAP -- 13 - 17 A
PER CENT


KNOWLEDGE THEME
OVERLAP -- 13 17 A
NAT
NHS
SHS
OHS
FHS
PER CENT
AGE
MEDIAN P
NUMBER OF OBS. = 66


KNOWLEDGE THEME
OVERLAP -- 13 17 A
NAT
ER
LM
MM
MBC
100
90
80
70
60
50
40
30
20
10
0
AGE
MEDIAN
NUMBER OF OBS. = 60


KNOWLEDGE THEME
OVERLAP -- 13 17 A
NAT
LF
MC
EF
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
MEDIAN F
13 17 A
80 73 73
13 17 A
80 75 74
13 17 A
80 73 74
13 17 A
80 73 74
NUMBER OF OBS. = 85

CHAPTER 4

ATTITUDES THEME

The exercises summarized in this chapter attempted to measure attitudes toward First Amendment rights and attitudes about self and others in a democratic society. For example, exercises required respondents to indicate their opinions about picketing, petitioning and freedom of the press. Other exercises asked about class consciousness, conformity to peer pressure and willingness to make decisions in school.

The first summary graphs in this chapter, pages 41-44, depict the range of percentags for the nation and each group for the exercises clustered in the attitudes theme. Median p-values are designated with an → and hinge p-values with a ◣. The first exhibit shows percentages for the various reporting groups of 9-year-olds; the second exhibit shows percentages for 13-year-olds; the third, for 17-year-olds; and the fourth, for young adults.

For example, on page 41 it can be seen that 9-year-old percentages for the nation as a whole range from 27% to 98%. Their median percentage is 78%. The range of the middle 50% of the exercises is between the lower hinge of 72% and the upper hinge of 81%. A group's typical performance is indicated by its median percentage and the range of the middle 50% of its exercise percentages. So it can be seen that the Northeast typically performed somewhat above the nation on these exercises. Their median percentage is 81%, and the range of the middle 50% of their exercises is between 74% and 83%.

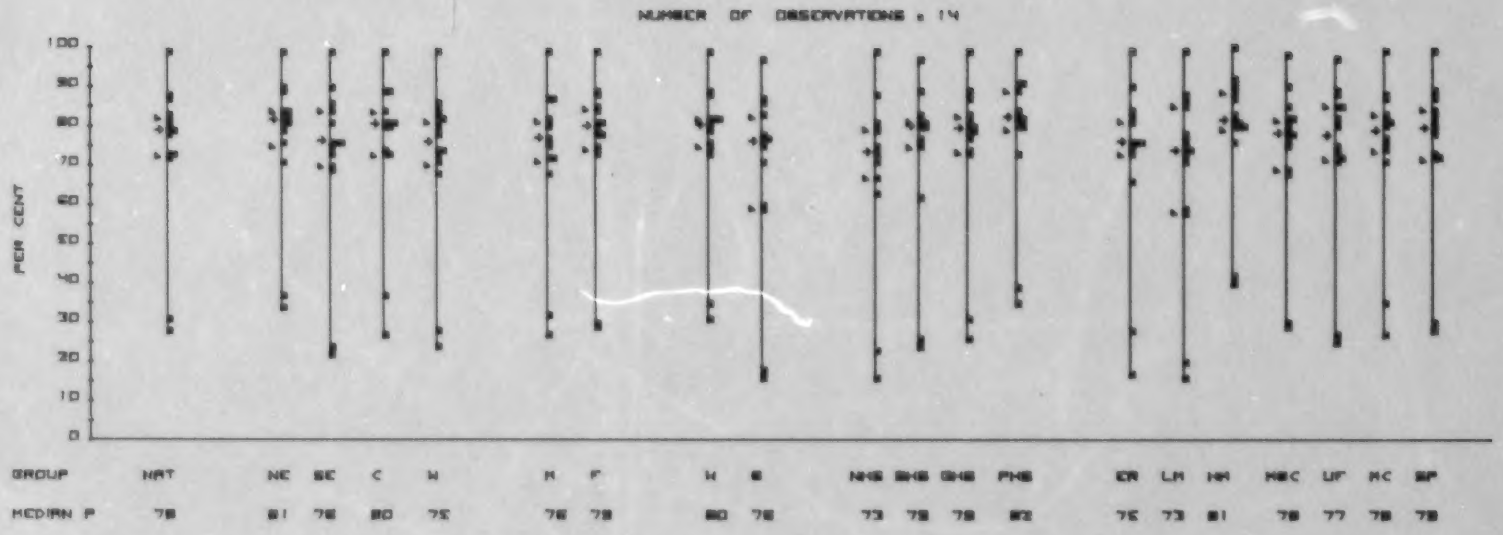
To determine the content of specific exercises, readers can cross reference with *The First Social Studies Assessment: An Overview, Report 03-SS-00* and the *Social Studies Technical Report: Exercise Volume, Report 03-SS-20.* For example, by looking on page 53 of *The First Social Studies Assessment: An Overview* it can be seen that the 27% exercise for the national sample of 9-year-olds dealt with class consciousness. The exact text of this exercise is located in the *Social Studies Technical Report: Exercise Volume.*

When interpreting the group data in these exhibits, all the variables influencing the educational process must be considered. Within the limitations due to measurement and sampling error, the data accurately describe the educational achievements of the groups

designated in our sample. However, when the data show that a group's overall level of achievement is either above or below the national level, we cannot say that any difference in achievement between that group and the nation as a whole is attributable solely to membership in that group.

ATTITUDE THEME

AGE 9


NUMBER OF OBSERVATIONS = 14
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F H B NHB SHB GHB PHB ER LR HM MBC UF MC SP
MEDIAN P 78 81 78 80 75 78 78 80 78 73 78 78 82 75 73 81 78 77 78 78

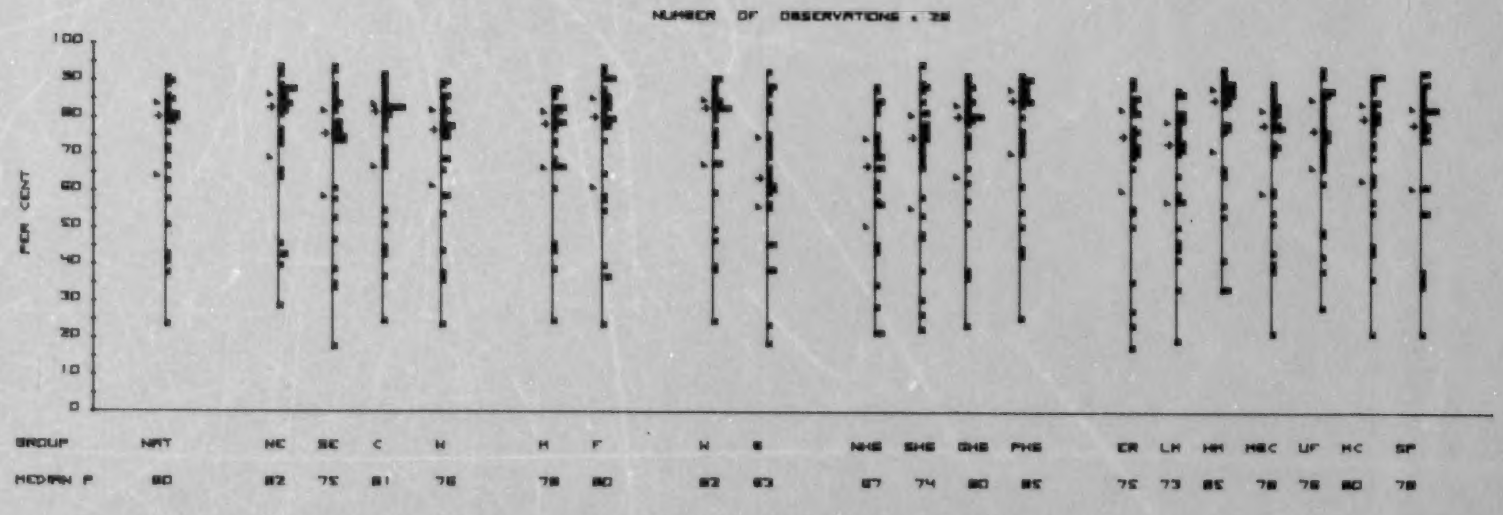
ATTITUDE THEME

AGE 13

NUMBER OF OBSERVATIONS = 18
PER CENT
100 90 80 70 60 50 40 30 20 10 0
GROUP MEDIAN P
NAT 67
NE SC 71 80
C 88
N 82
F 88
N 82
B 99
N 76
NS BS PS 97 88 88 75
OK LA NM MC UT NC SC 88 88 79 88 88 88 80

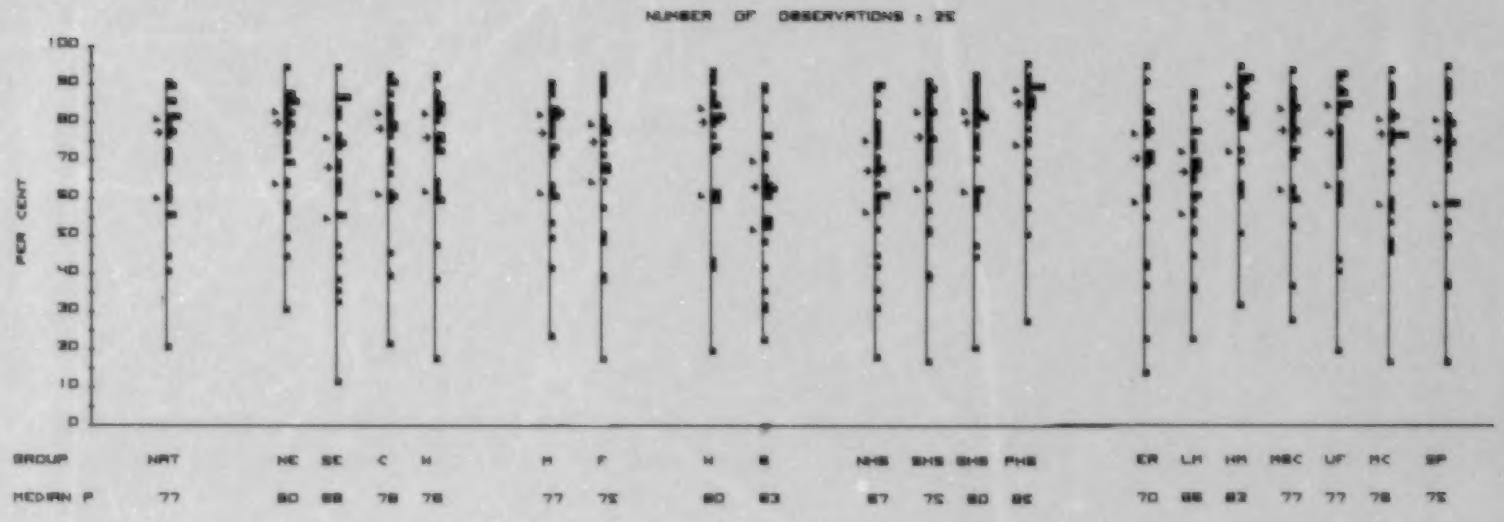
ATTITUDE THEME

AGE 17


NUMBER OF OBSERVATIONS = 28
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NC SC C N R F W E NHS SHS GHS PHS ER LR HR MSC UF MC SP
MEDIAN P 80 82 75 81 78 78 80 82 83 87 74 80 85 75 73 85 78 78 80 78

ATTITUDE THEME

ADULT


NUMBER OF OBSERVATIONS : 25
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C M M F M B NMS SMS SMS PMS ER LM HM MBC UF RC SP
MEDIAN P 77 80 88 78 76 77 75 80 83 87 75 80 85 70 88 83 77 77 78 75

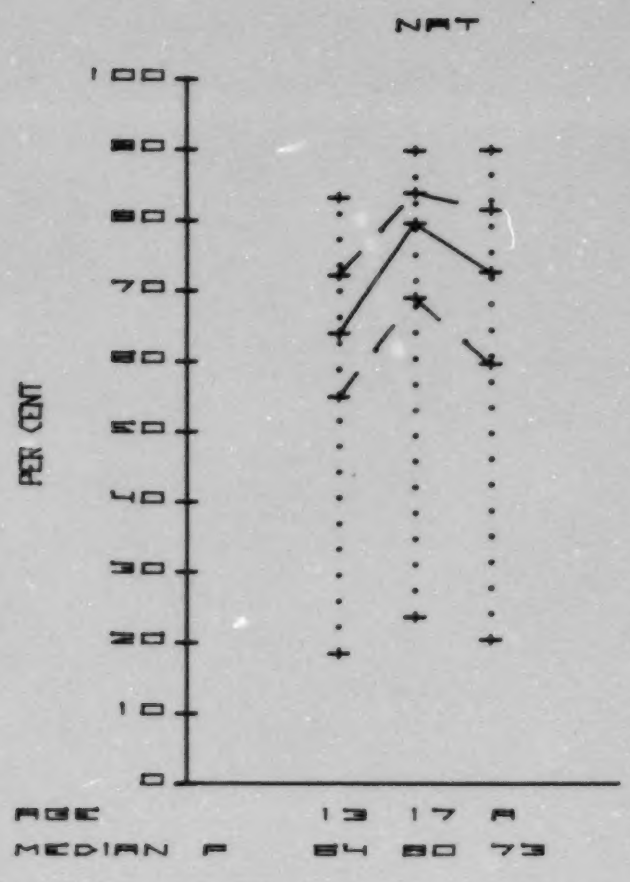
Overlap Exercises

The preceding exhibits enabled comparisons between groups within an age. However, all four age levels were not asked to respond to all the exercises. In some cases an exercise was administered at only one age, for example, 9-year-olds. Others were given at two or more age levels and are called overlaps.

Cross-age analyses can be made by comparing the national and group percentages of exercises taken at more than one age level. In the social studies assessment, 9-year-old exercises differed considerably from exercises given at the older ages. We can compare the performance of 13-year-olds, 17-year-olds and young adults, since 15 of the same exercises were given to these three age levels.

Pages 47-52 contain summary graphs depicting cross-age comparisons for the social studies exercises in the attitudes theme. There is an exhibit for each reporting category comparing the three ages for the reporting groups in that category. The first displays regional comparisons; the second, male and female comparisons; the third, black and white comparisons; the fourth, parental-education comparisons; and the fifth and sixth, comparisons by size and type of community. Each exhibit also includes national percentages for the three age levels as a point of reference.

The range of percentages for each age level is represented by the dotted vertical lines (see the following graph). Median p-values are noted below the graph for each age, as well as connected by a solid line on the graph. It can be seen that the median percentage on the attitudes exercise was 64% for 13-year-olds and 80% for 17-year-olds, an increase of 16%. The median percentage for adults decreased to 73%. Upper and lower hinges are connected by dashes. For each age level, the distance between the dashed lines indicates the range of the middle 50% of the percentages for that age.


NAT
100
90
80
70
60
50
40
30
20
10
0
PER CENT
AGE
13
17
A
MEDIAN P
64
80
73

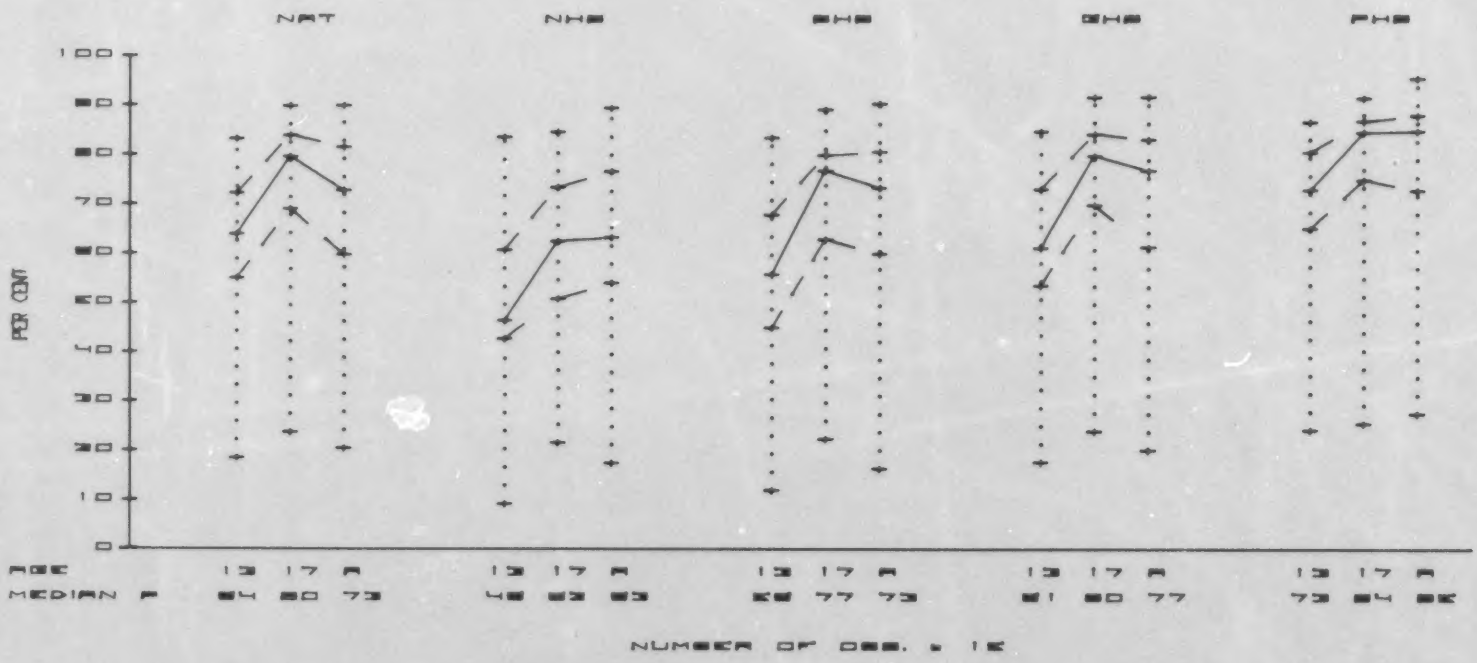
ATTITUDE THEME
OVERLAP -- 13 17 A
PER CENT

ATTITUDE THEME
OVERLAP -- 13 - 17 A
PER CENT

ATTITUDE THEME
OVERLAP -- 13 - 17
PER CENT

ATTITUDE THEME

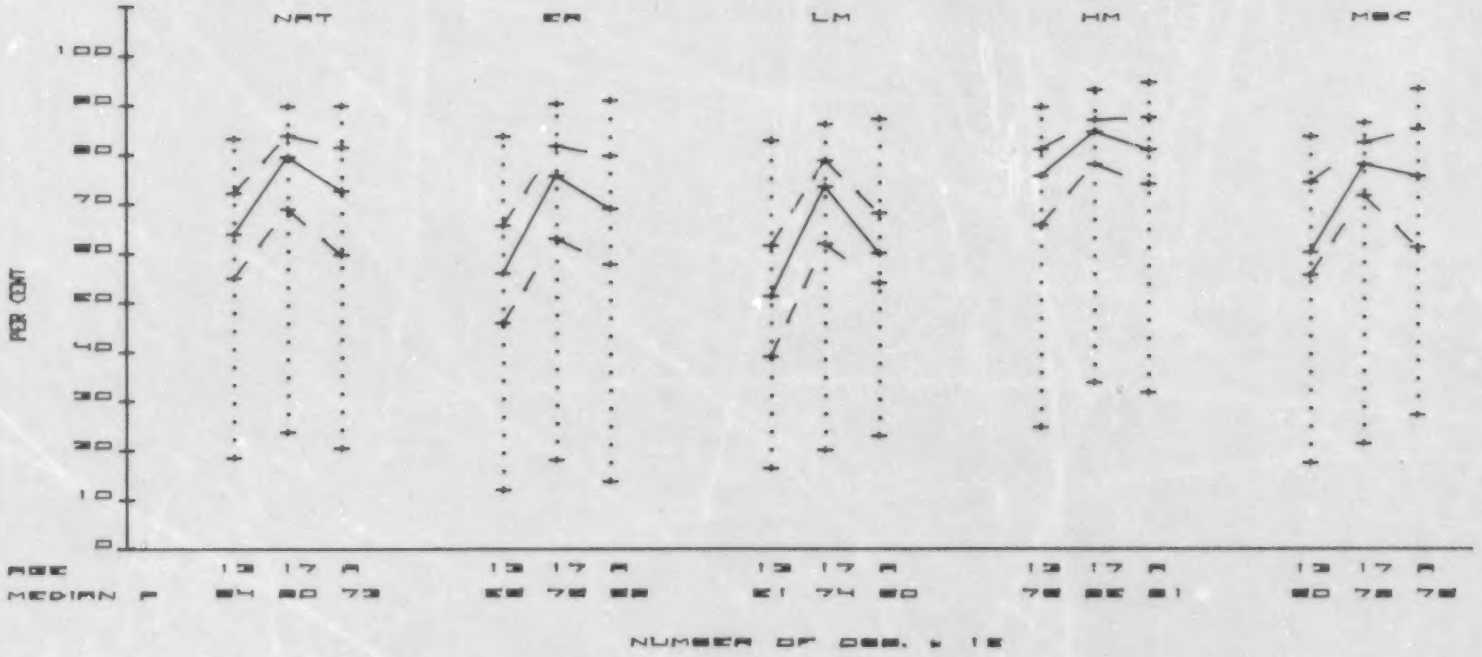
OVERLAP -- 13 17 A



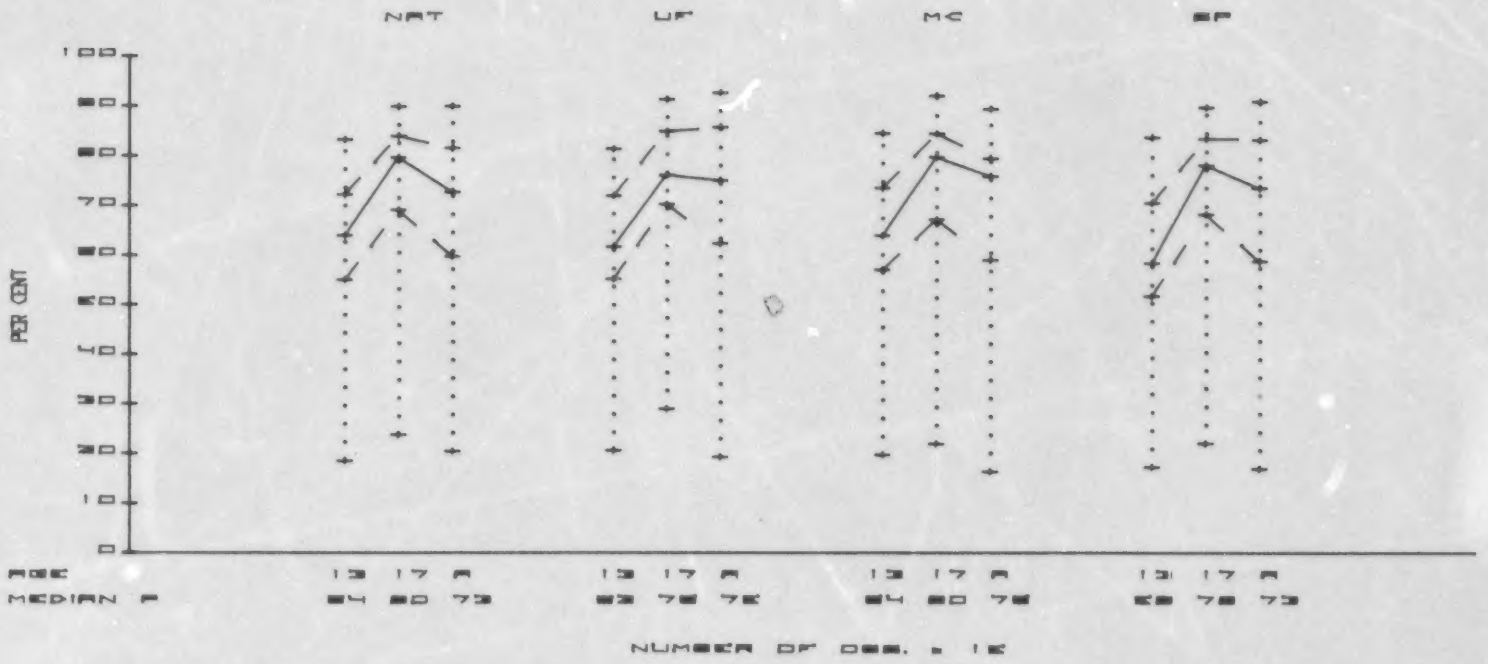
50

ATTITUDE THEME

OVERLAP -- 13 17 A



ATTITUDE THEME
OVERLAP -- 13 17 A



CHAPTER 5

SUMMARIES ACROSS THEMES

The first exhibit in this chapter compares overall national results for the four age levels on the three themes used in the analysis of the social studies data. For each age, the exercises within each of the themes have been ranked from highest to lowest percentage of success; the median percentage, upper-hinge percentage and lower-hinge percentage have been identified. This graph can be used to establish the relative performance levels for the skills, knowledge and attitudes themes for each age level. Direct comparisons of percentages across age levels should not be attempted because of the different numbers of exercises involved.

The second exhibit in this chapter is a table of median Δp-values for each of the reporting groups. Results are displayed by age for each of the three themes, as well as the total universe of the social studies exercises. The national median p-value and number of exercises is also included for each theme.

A negative percentage indicates that a group's performance was typically below the nation; a positive percentage indicates that a group's performance was typically above the nation. For example, the median Δp-value for 9-year-olds in the Northeast on the skills theme is 3.8%. The 9-year-olds in the Northeast typically performed above the national level, and the median percentage at the national level was 74.3%. These two percentages cannot be added or subtracted since both are the result of a rank-ordering process -- one by p-values and the other by Δp-values. Since these rank orderings depend on the percentages and not the exercise, it is unlikely that these two percentages result from the same exercise. However, these two percentages do describe the typical performance of each group in terms of the national level of performance, as well as indicate how the nation tended to perform on the same set of exercises. It is important to recognize that although reported differences do exist and must be faced, membership in any of these groups should not be assumed to be the cause of a group's performance.

The majority of this chapter is devoted to cross-age analyses on the overlap exercises within each of the three themes. These graphs summarize the overlap information contained in Chapters 2-4. There is an exhibit for the nation and for each reporting

group comparing 13-year-olds, 17-year-olds and young adults for the skills theme, knowledge theme and attitudes theme. Since many exercises administered at the older ages were not considered suitable for 9-year-olds, not enough exercises overlapped at age 9 to allow comparisons for that age level.

The graphs containing overlap information can be used to determine the relative strengths and weaknesses of the three age levels on the three themes for each of National Assessment's reporting groups. The range of percentages for each of the age levels is represented by the dotted vertical lines. Median p-values are connected by a solid line on the graph, and upper and lower hinges are connected by dashes. Median p-values for the nation and the group are noted below the graph for each age. For example, the graph on page 58 indicates that for the Northeastern region, 17-year-olds consistently perform above the level of 13-year-olds. The typical performance levels for 17-year-olds and young adults on the knowledge exercises are quite similar. However, on the exercises involving skills and attitudes, the adult performance typically tends to be below the performance level of 17-year-olds.

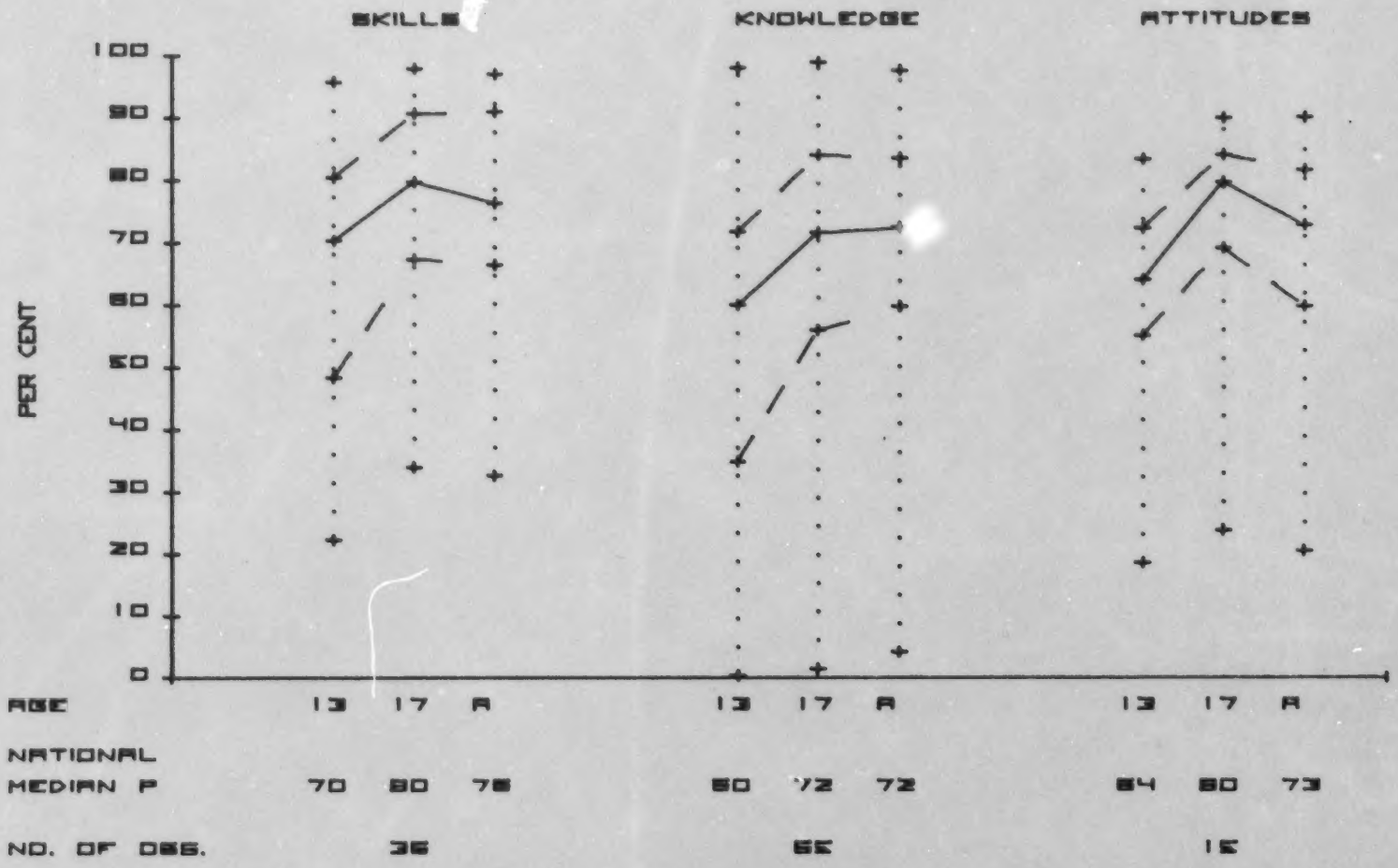
SOCIAL STUDIES
NATIONAL P
ADULT
AGE 17
AGE 13
AGE 9
S K A
S K A
S K A
S K A
100
90
80
70
60
50
40
30
20
10
0
THEME

MEDIAN ΔP-VALUES FOR THEMES

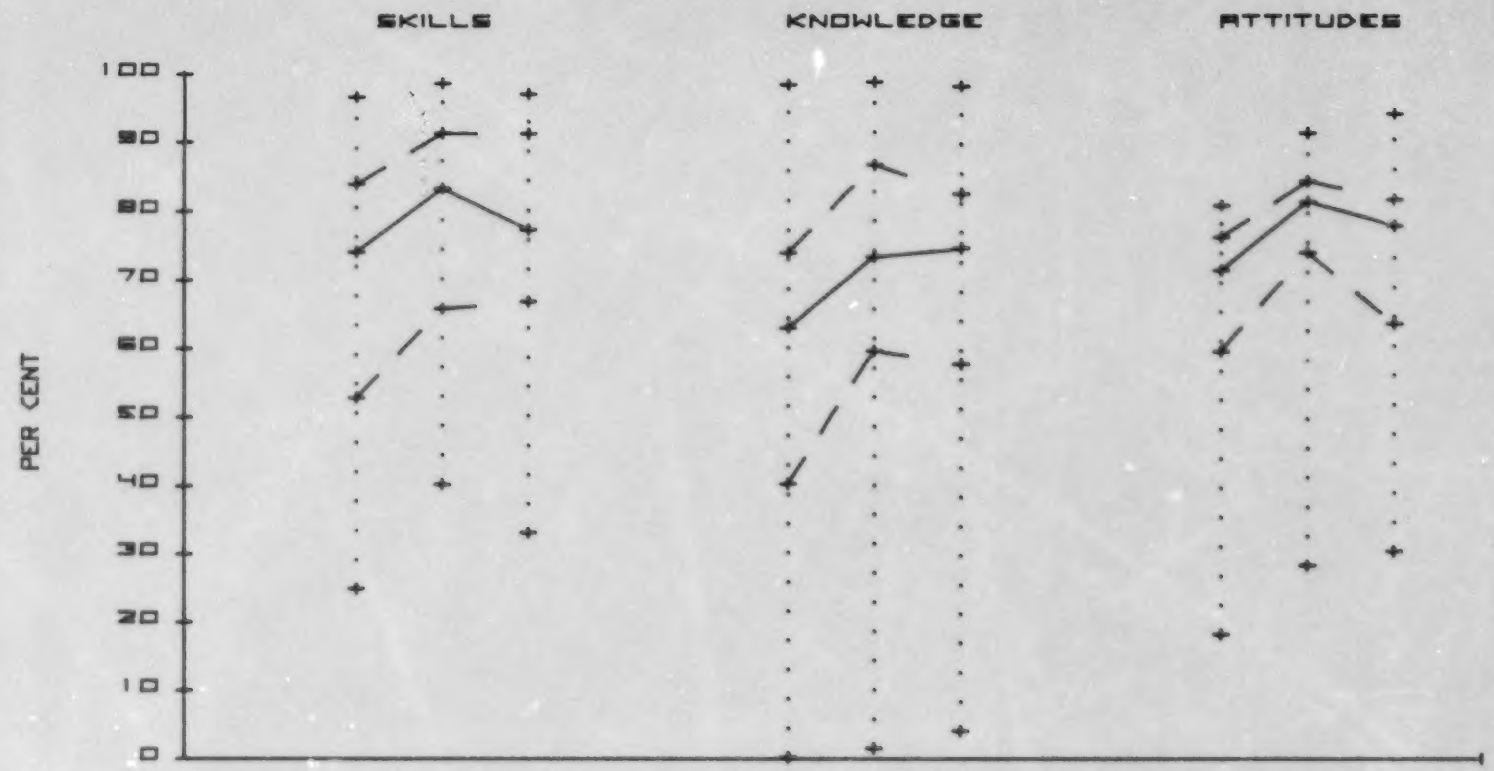
Theme	Age 9 S	Age 9 K	Age 9 A	Age 9 U*	Age 13 S	Age 13 K	Age 13 A	Age 13 U*	Age 17 S	Age 17 K	Age 17 A	Age 17 U*	Adult S	Adult K	Adult A	Adult U*
# of Results	43	48	14	102	51	70	19	130	41	84	28	144	39	83	25	138
National Median P	74.3	57.9	78.5	72.2	76.7	60.1	64.0	66.2	77.3	67.0	79.6	73.8	76.3	69.7	76.9	72.4
Median ΔP-Values																
REGION																
NE	3.8	2.8	2.4	2.9	2.4	3.1	3.4	3.0	2.1	2.4	3.1	2.5	0.4	0.6	3.8	0.7
SE	-2.9	-2.1	-1.9	-2.3	-3.6	-2.7	-4.9	-3.5	-2.5	-2.9	-2.4	-2.8	-3.8	-5.2	-6.9	-5.1
C	2.1	0.1	1.1	1.0	1.5	1.0	2.1	1.5	1.6	1.5	1.0	1.4	1.3	1.4	1.2	1.3
W	-2.7	-1.7	-2.1	-2.4	-1.1	-1.1	-1.7	-1.2	-1.9	-1.3	-1.7	-1.4	1.6	1.7	1.9	1.9
SEX																
M	-0.1	2.2	-0.8	0.4	-0.6	1.2	-1.8	0.1	-0.5	1.4	-1.5	0.6	0.6	3.4	1.2	2.3
F	0.1	-2.1	0.8	-0.4	0.8	-1.2	1.8	-0.1	0.5	-1.3	1.5	-0.6	-0.5	-3.3	-1.2	-2.2
RACE																
W	3.0	2.4	1.3	2.5	2.1	2.2	2.7	2.3	2.6	2.8	1.8	2.6	3.2	3.2	2.4	2.9
B	-12.8	-10.7	-4.1	-11.2	-11.9	-12.8	-14.9	-13.3	-13.6	-14.7	-9.8	-13.3	-18.5	-18.2	-13.3	-18.0
PARENTAL ED																
NHS	-8.1	-6.4	-4.5	-6.6	-7.7	-7.6	-11.6	-8.4	-10.8	-12.6	-9.5	-12.3	-9.5	-9.4	-8.7	-9.3
SHS	-2.8	-4.2	-1.3	-2.8	-4.3	-4.8	-6.6	-5.5	-6.9	-6.9	-3.4	-6.1	-1.4	-2.1	-1.0	-1.6
GHS	0.7	0.6	0.4	0.5	0.1	-0.8	0.0	-0.4	-0.6	-1.0	0.2	-0.5	3.8	3.1	3.0	3.2
PHS	6.3	5.5	3.9	5.5	5.7	6.4	8.7	6.4	5.7	6.2	4.2	5.6	8.7	10.5	8.9	9.4
STOC																
ER	-3.8	-0.9	-1.6	-2.8	-1.7	-2.8	-3.2	-2.6	-1.3	-1.9	-3.7	-2.1	-2.1	-2.5	-3.8	-3.0
LM	-14.0	-9.9	-5.4	-11.1	-9.5	-7.8	-9.8	-8.7	-7.6	-7.8	-4.3	-6.8	-13.7	-14.0	-9.4	-12.7
HM	6.9	8.1	3.3	6.7	6.1	6.1	11.1	7.3	5.5	6.9	5.7	6.5	6.1	8.9	8.7	8.7
MBC	0.4	-1.3	-1.0	-0.2	0.0	-0.3	-1.0	-0.2	-1.1	-0.5	-0.8	-0.9	-3.1	-2.7	2.3	-2.2
UF	0.7	0.8	-0.2	0.6	1.3	0.1	1.5	0.7	0.7	0.6	1.7	1.0	1.4	1.3	2.4	1.6
MC	1.7	-0.3	0.3	0.2	1.0	0.3	1.7	0.5	0.4	1.0	0.6	0.9	1.0	0.7	-0.6	0.4
SP	1.0	0.4	0.0	0.5	-0.6	-0.3	-1.2	-0.5	-0.3	-0.4	0.2	-0.4	1.0	0.8	-1.9	0.6

*U designates the universe of all results for all themes.

NATIONAL

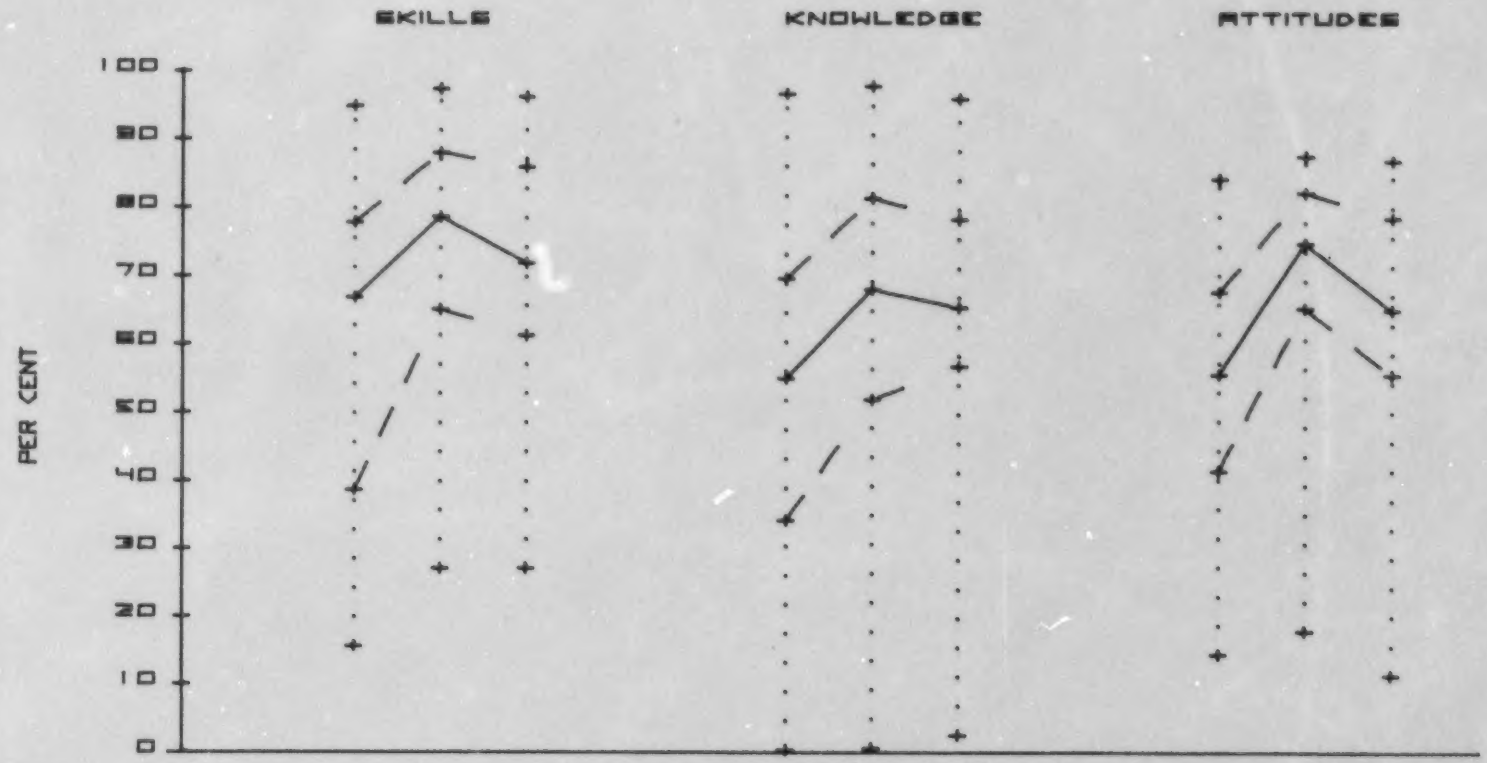

SKILLS
KNOWLEDGE
ATTITUDES
PER CENT
100
90
80
70
60
50
40
30
20
10
0
AGE
13
17
A
NATIONAL
MEDIAN P
70
80
78
60
72
72
64
80
73
NO. OF OBS.
36
55
15

NORTHEAST



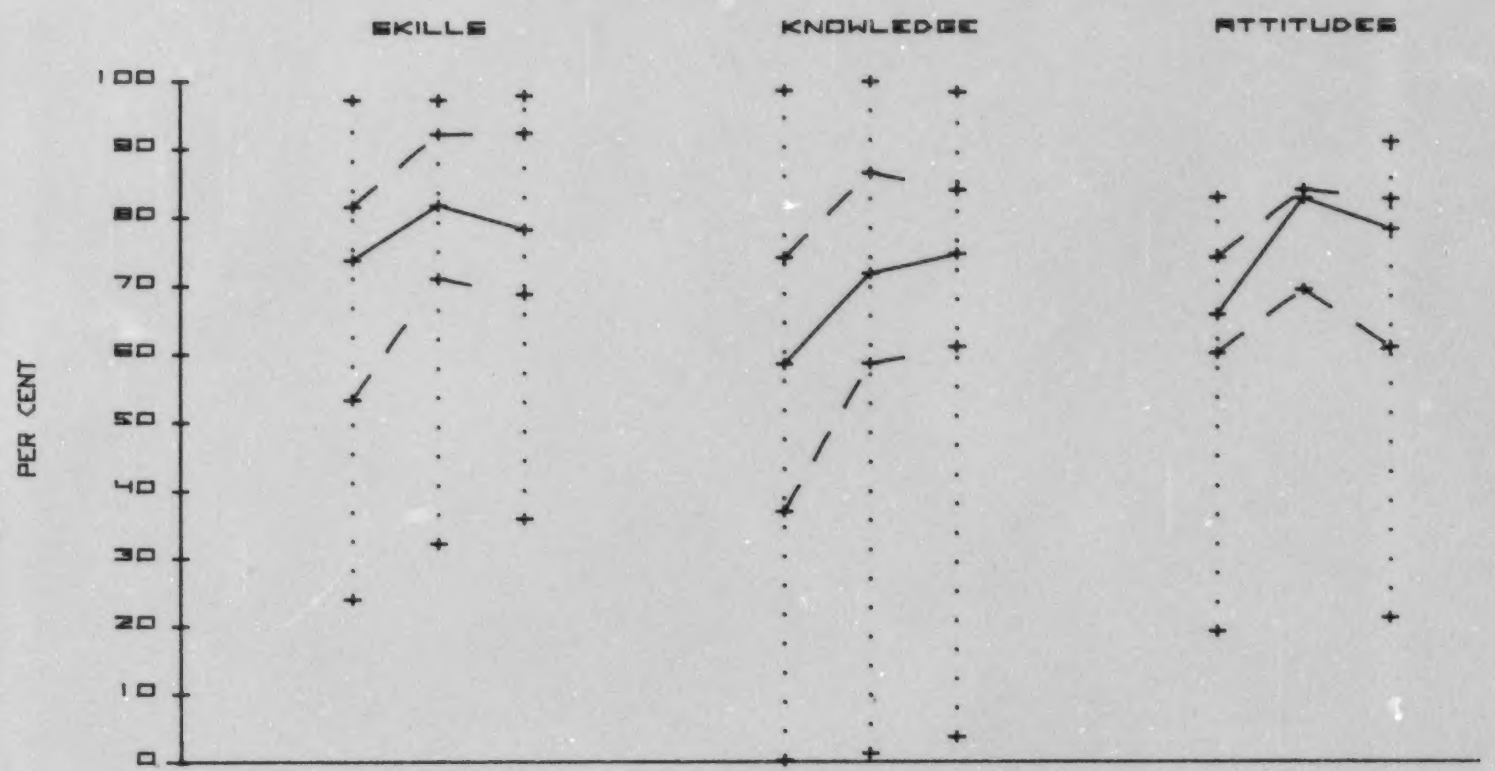
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	74	83	77	63	73	75	71	81	78
NO. OF OBS.		36			65			15	

SOUTHEAST



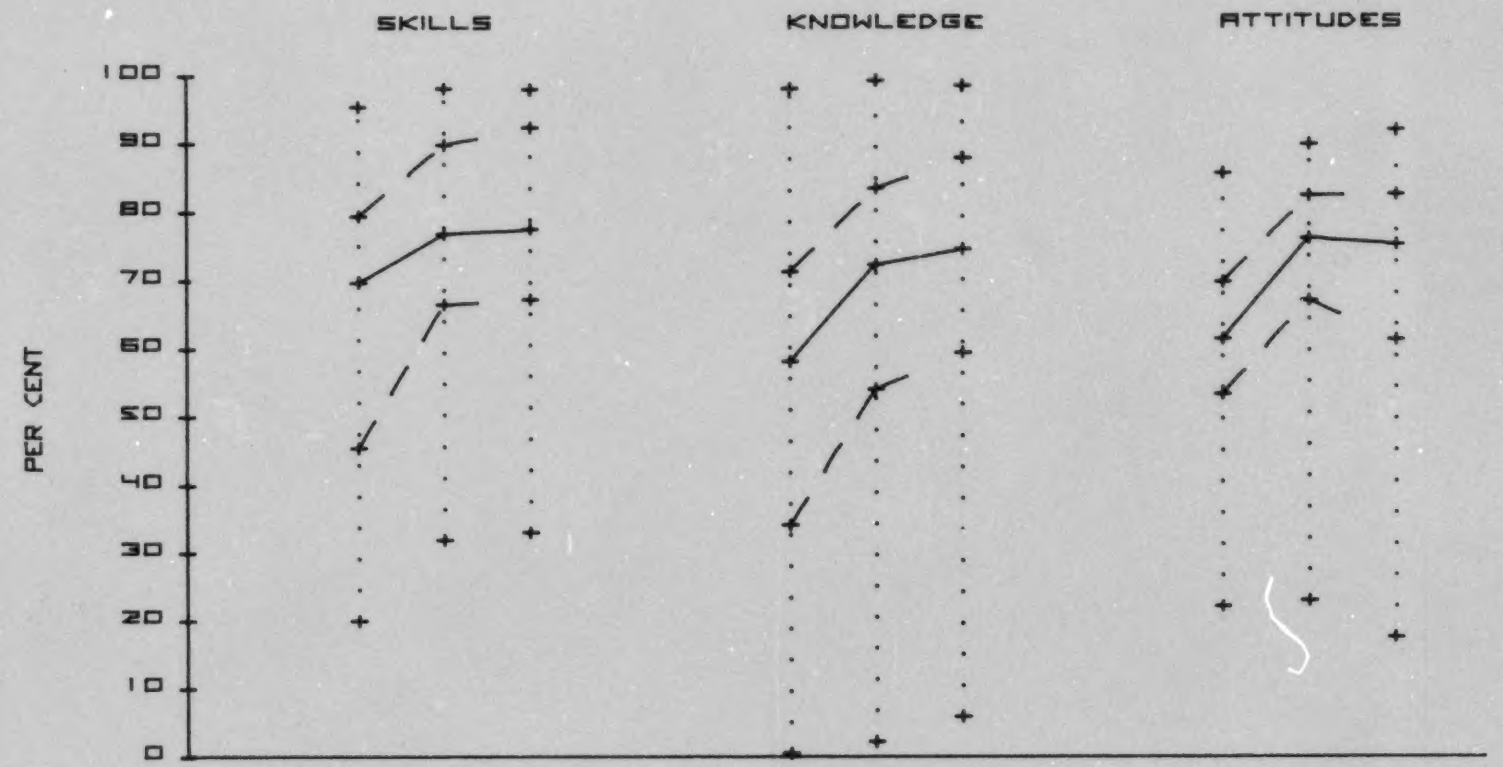
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	67	79	72	55	68	65	58	75	65
NO. OF OBS.		38			65			15	

CENTRAL



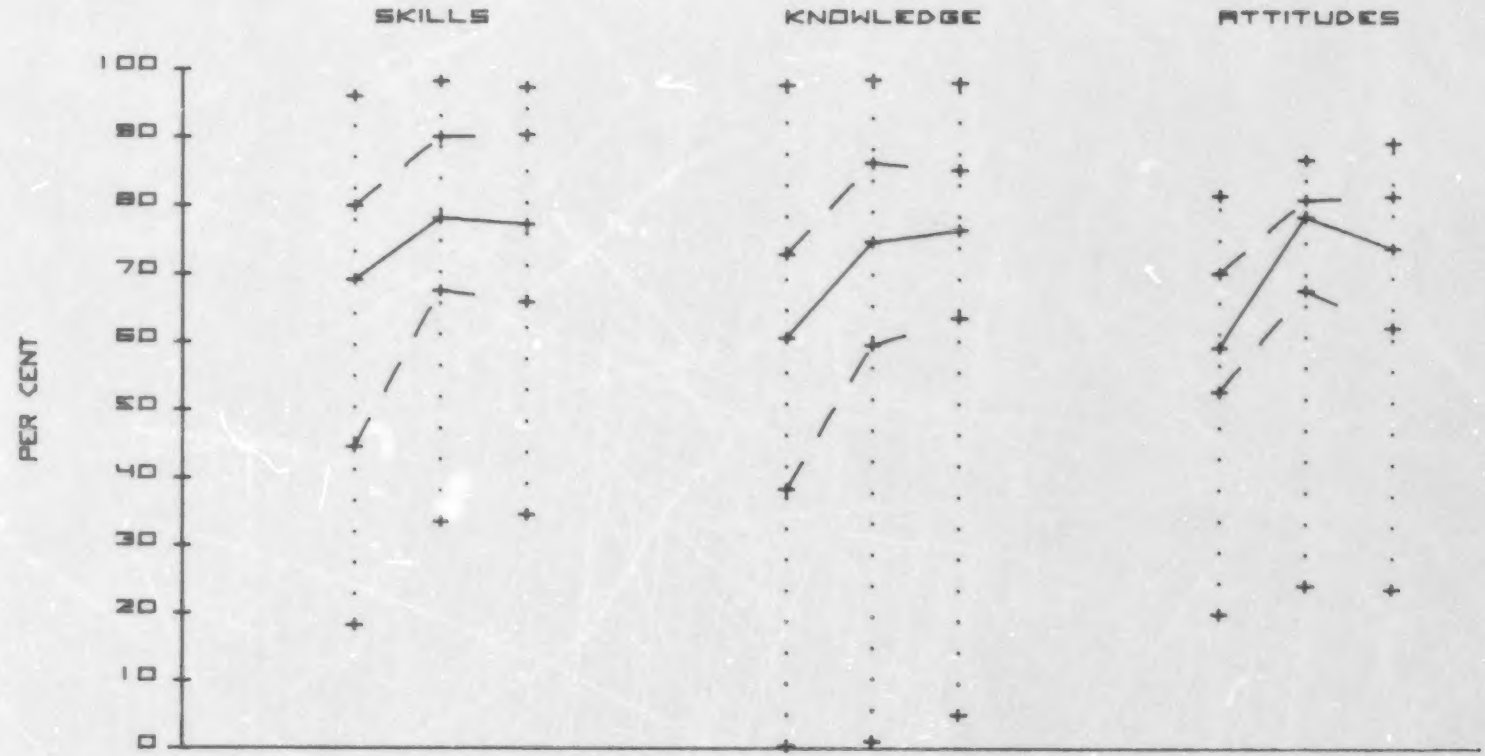
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	74	82	78	58	72	75	66	83	78
NO. OF OBS.		36			65			15	

WEST



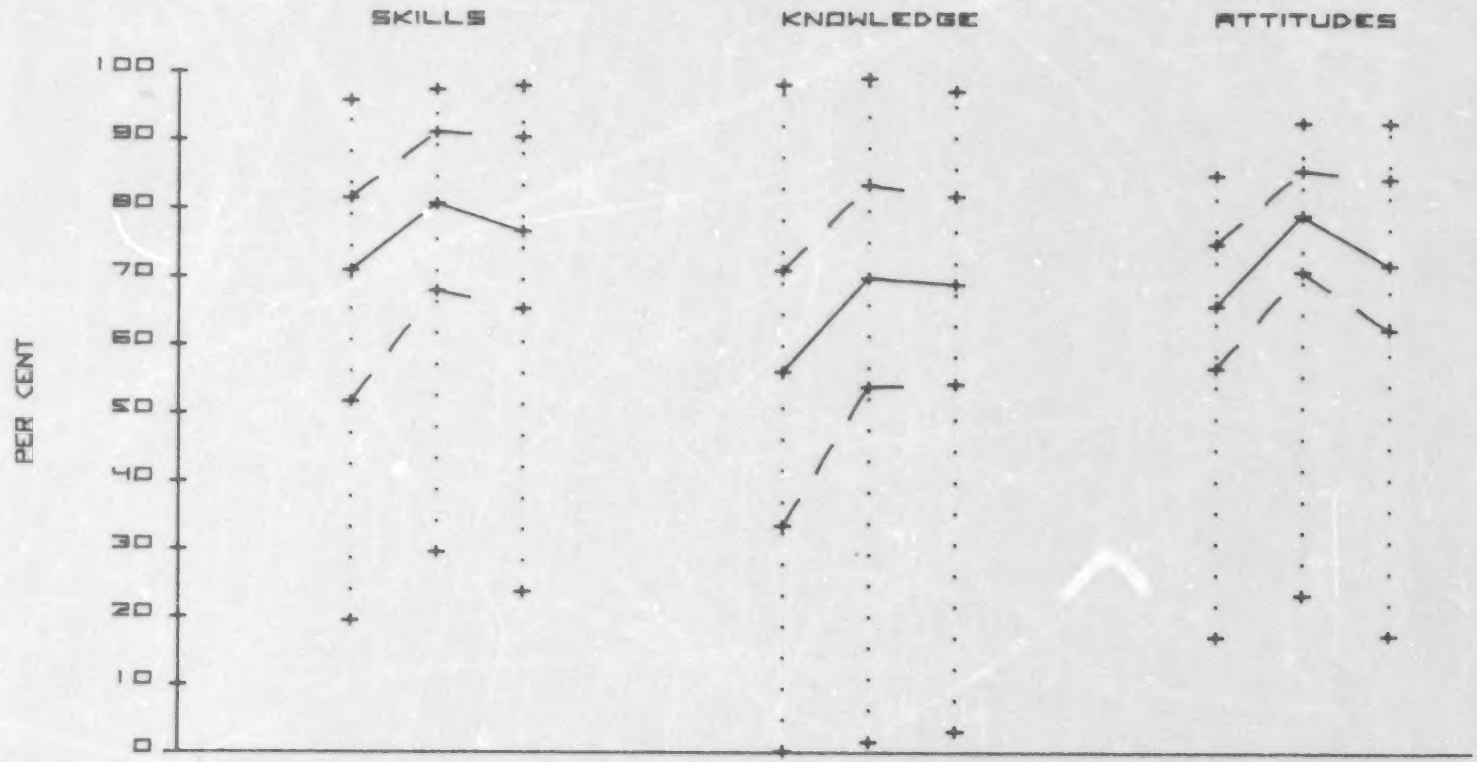
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	70	77	78	58	72	75	61	76	75
NO. OF OBS.		36			65			15	

MALE



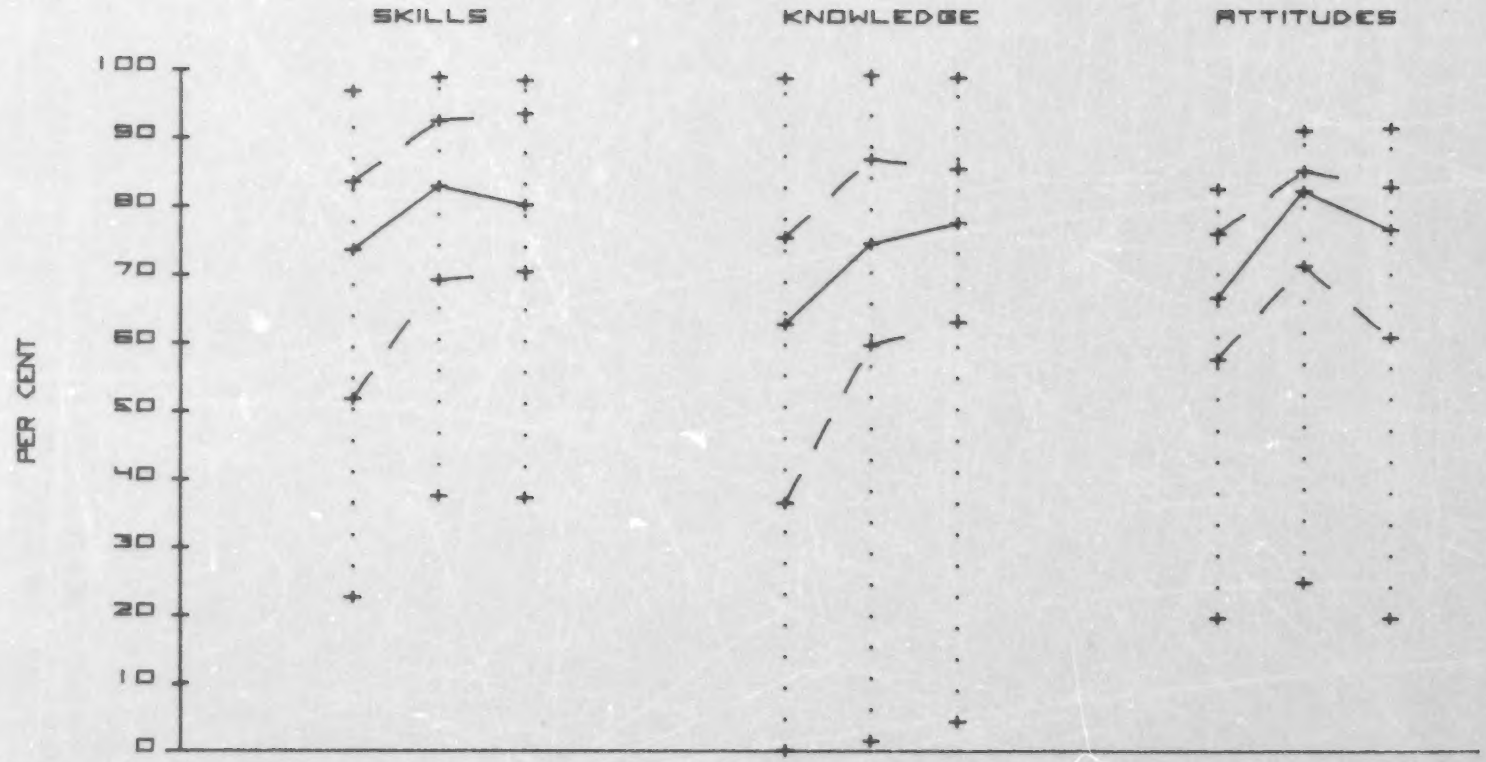
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	69	78	77	61	75	76	58	78	74
NO. OF OBS.		38			65			15	

FEMALE



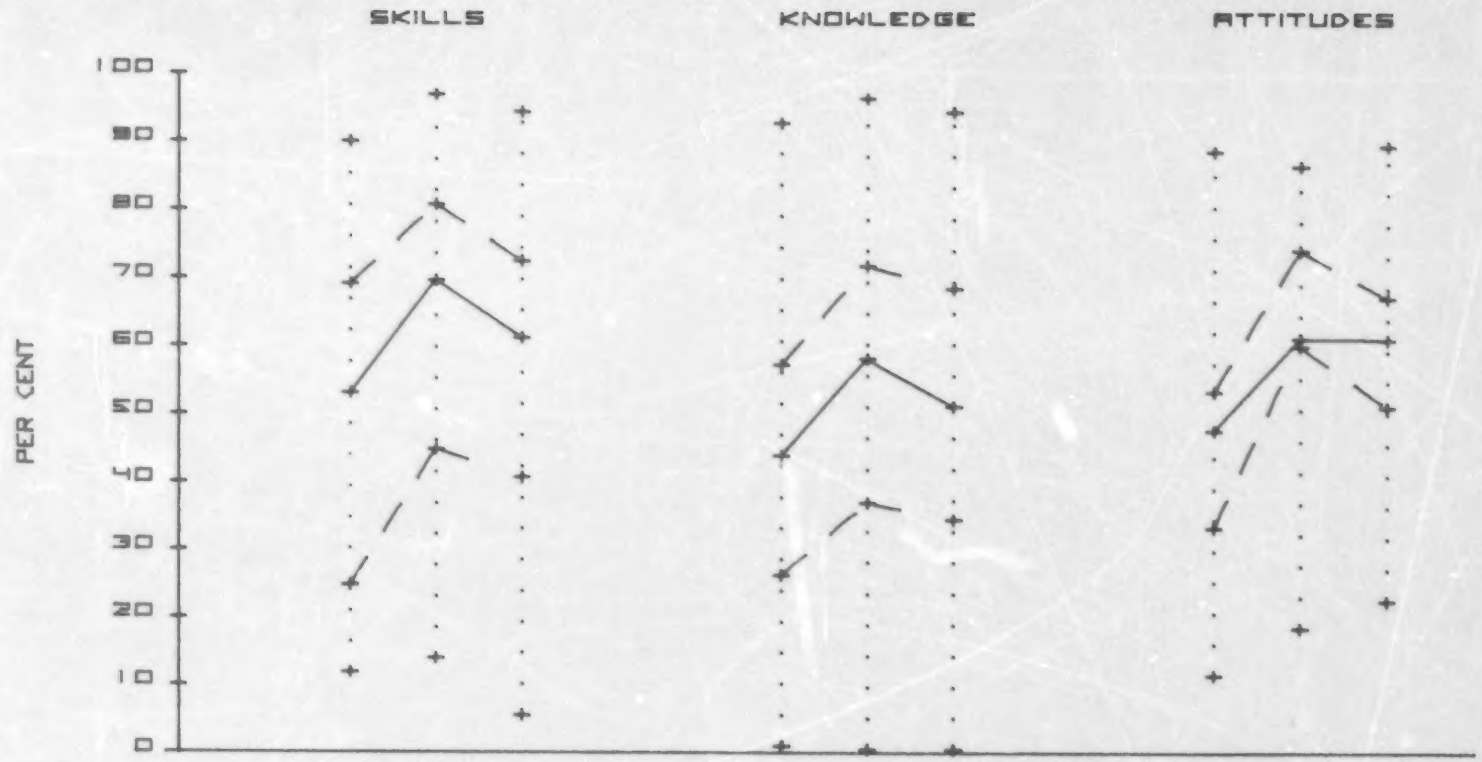
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	71	81	77	56	70	69	66	78	72
NO. OF OBS.		38			82			15	

WHITE



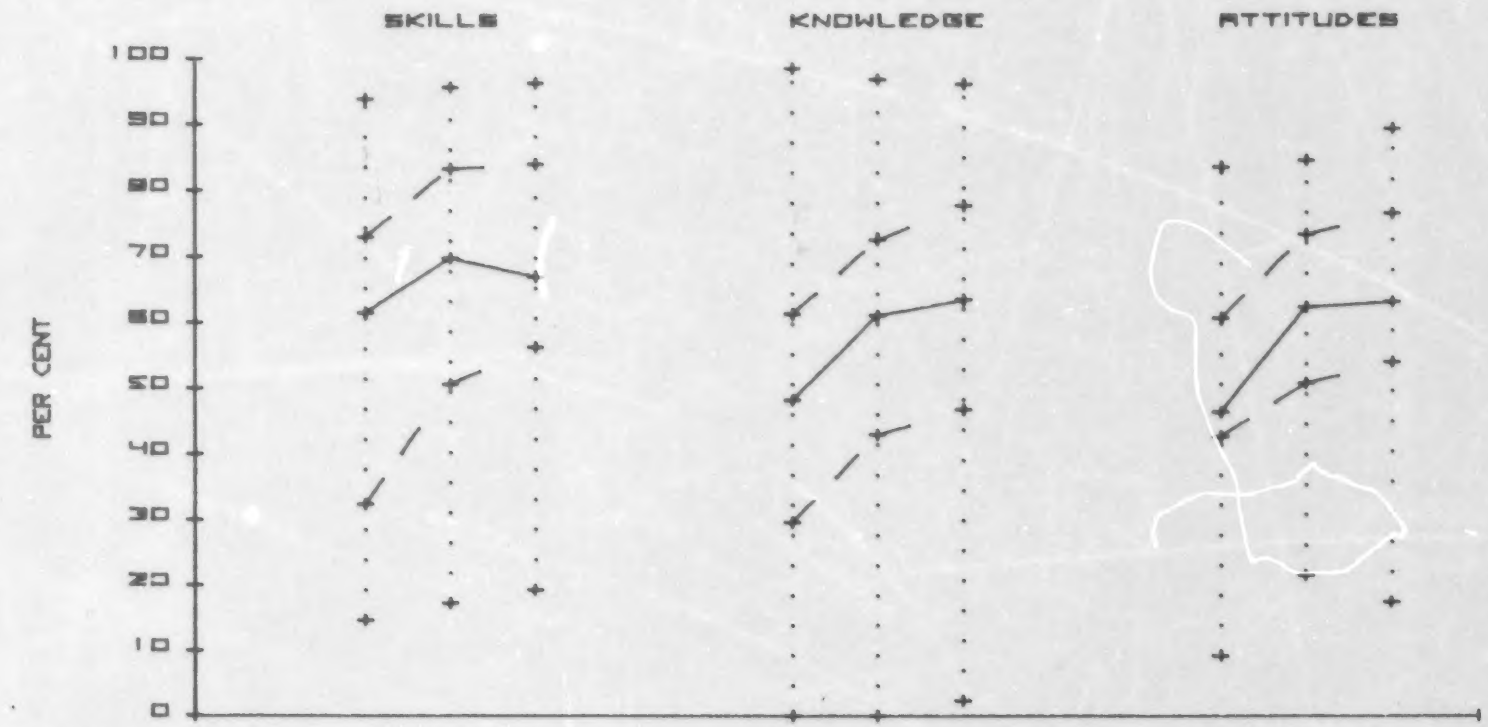
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	74	83	80	63	75	78	67	82	77
NO. OF OBS.		38			65			15	

BLACK



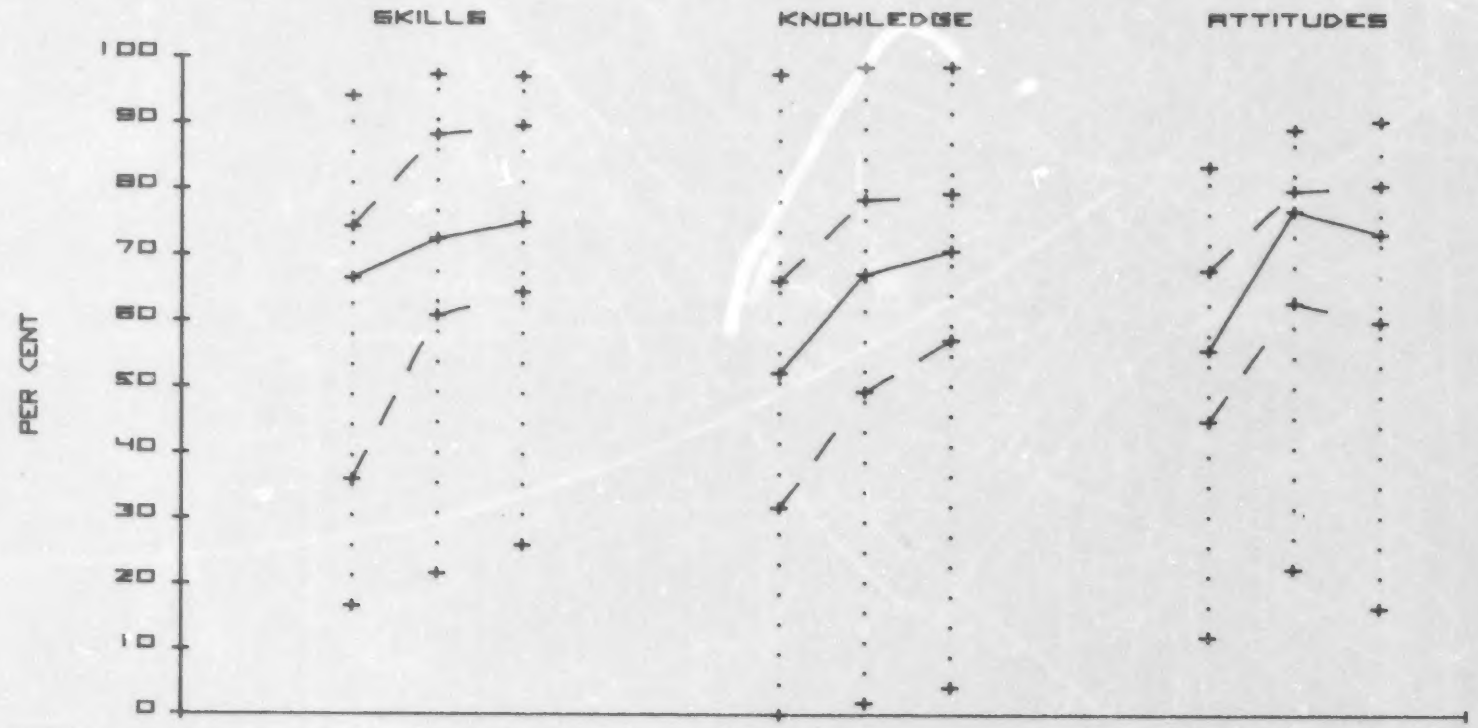
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	53	70	61	44	58	51	48	61	61
NO. OF OBS.		36			65			15	

NO HIGH SCHOOL



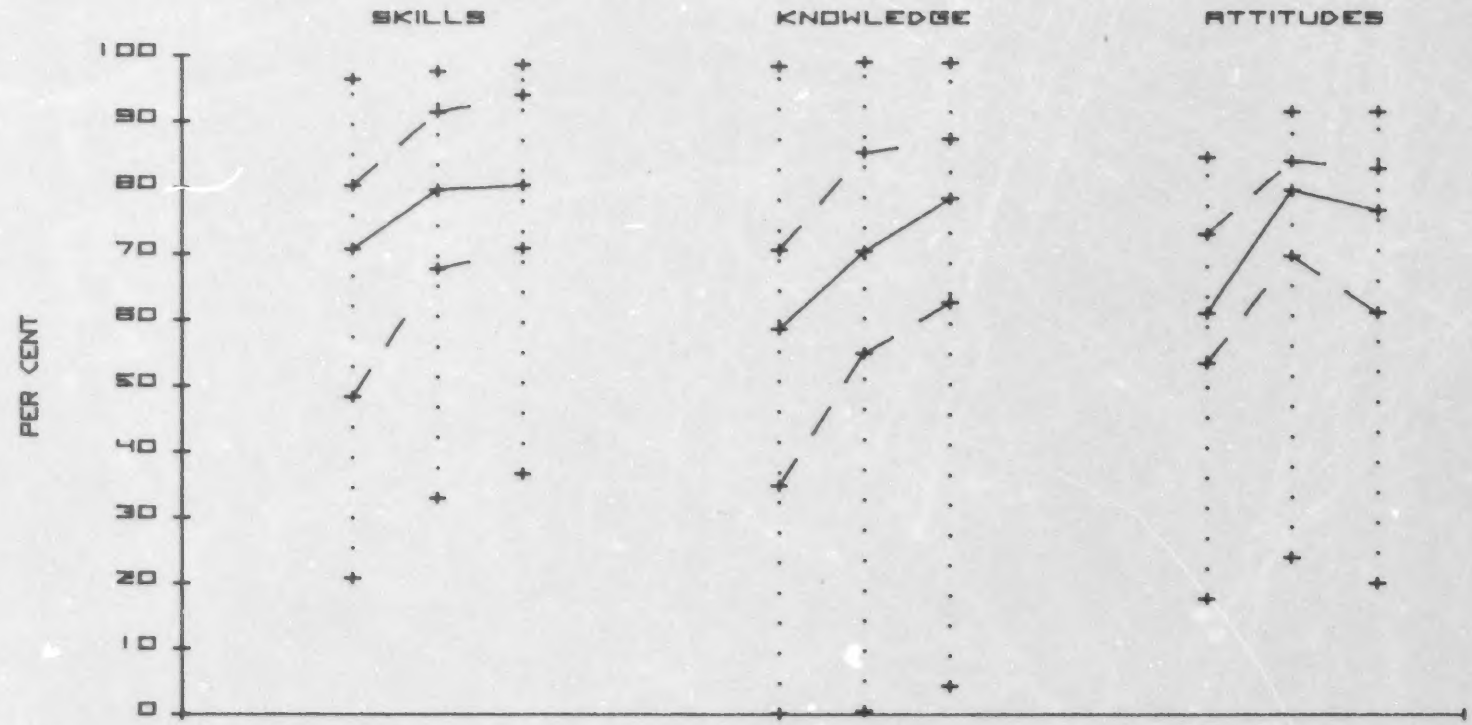
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	75	60	72	72	64	80	73
GROUP MEDIAN P	61	70	67	48	61	63	46	62	63
NO. OF OBS.		38			82			15	

SOME HIGH SCHOOL



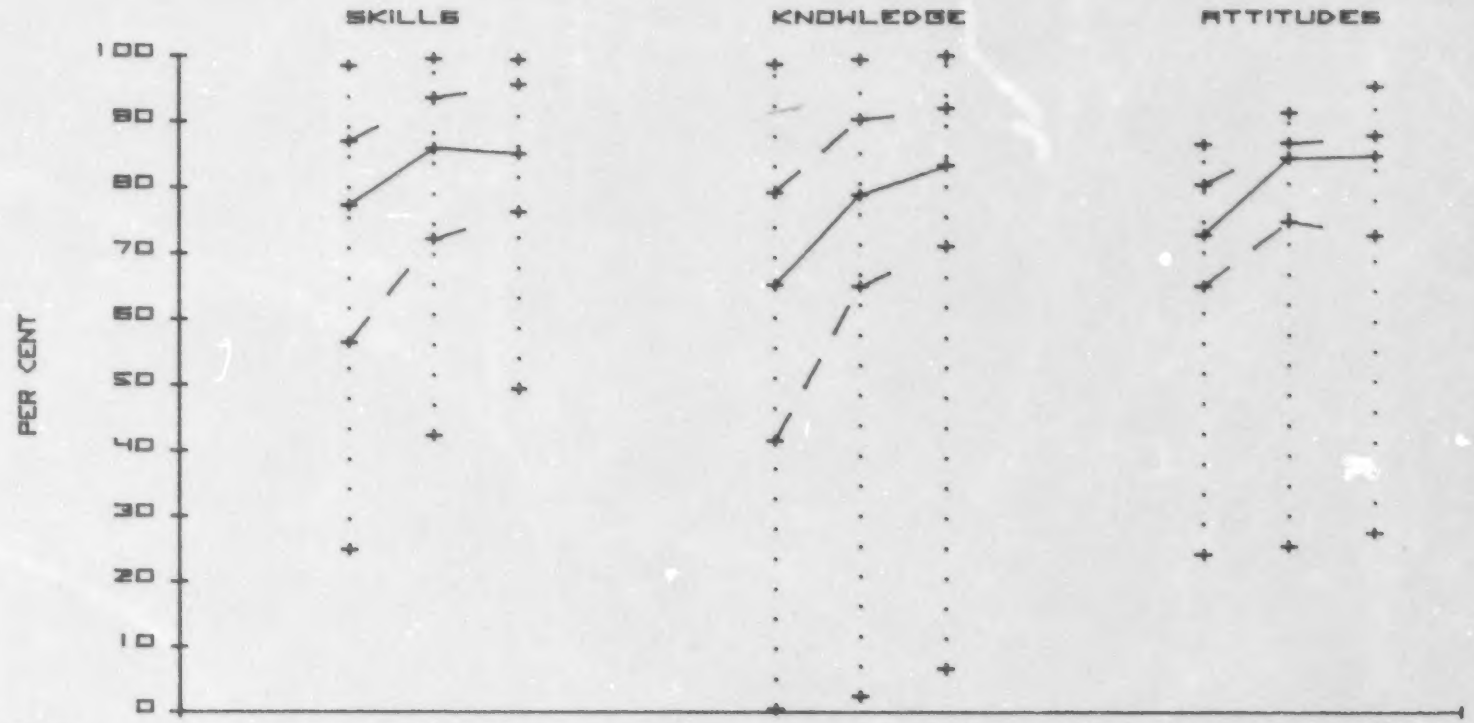
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	68	72	75	52	67	71	58	77	73
NO. OF OBS.		38			85			15	

GRADUATED HIGH SCHOOL



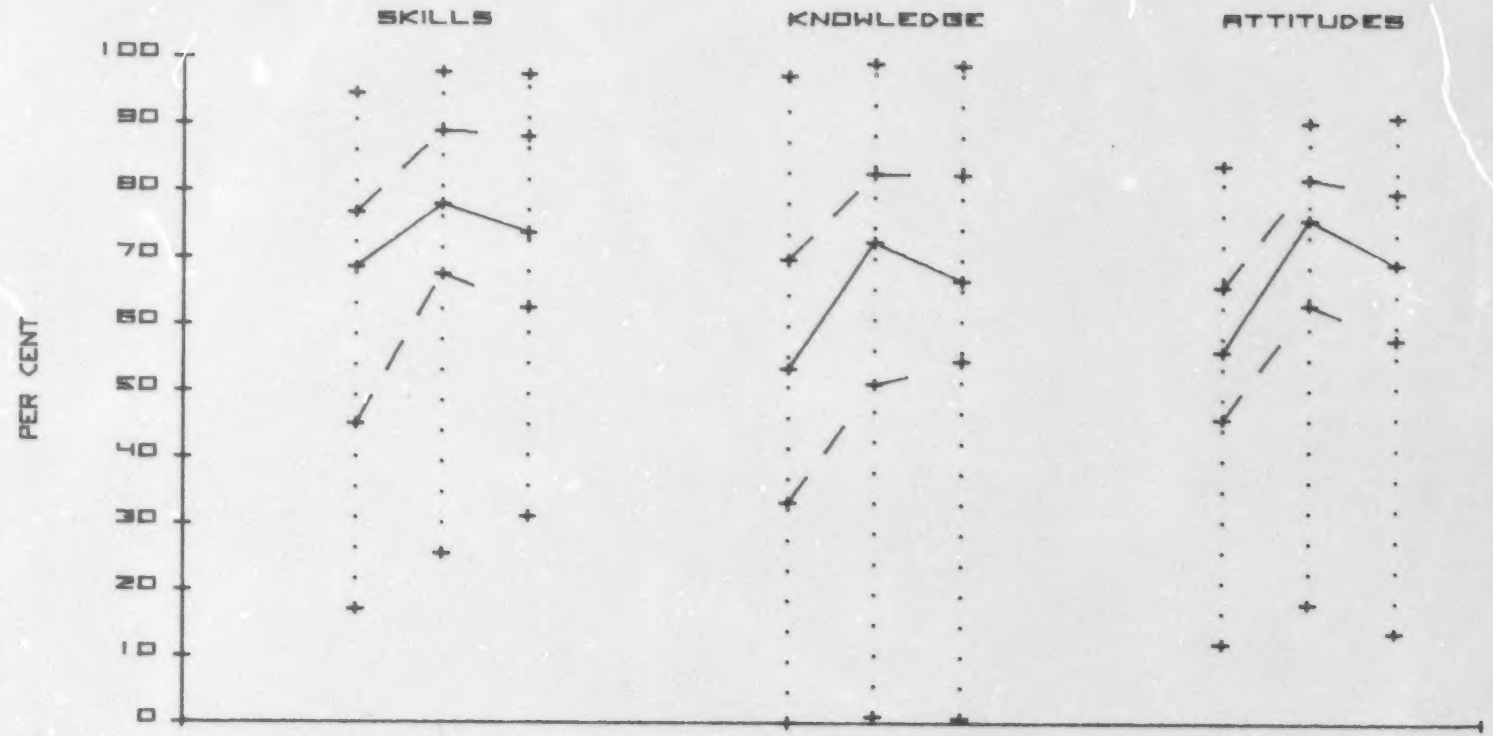
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	71	80	80	59	70	78	61	80	77
NO. OF OBS.		38			65			15	

POST HIGH SCHOOL



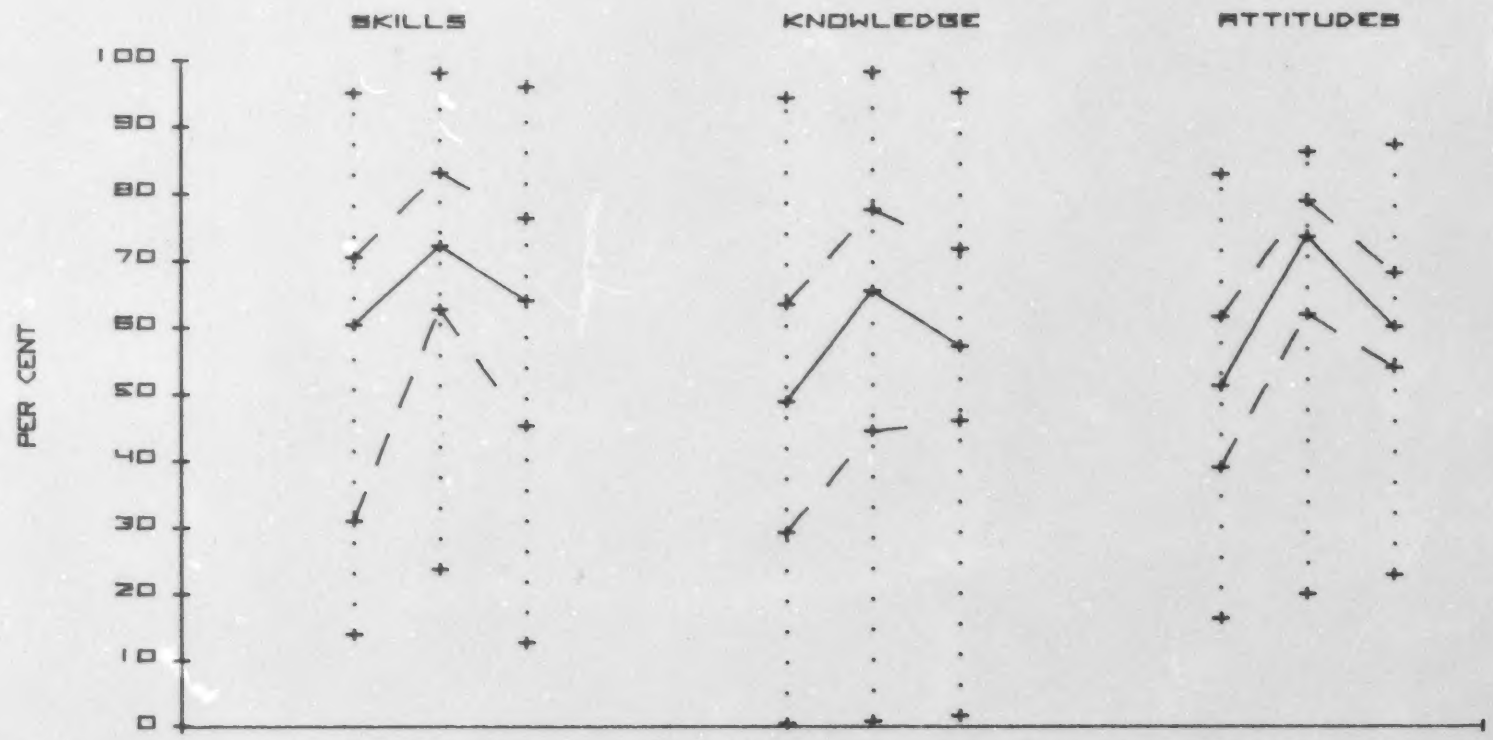
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	75	60	72	72	64	80	73
GROUP MEDIAN P	77	88	85	65	79	83	73	84	85

EXTREME RURAL



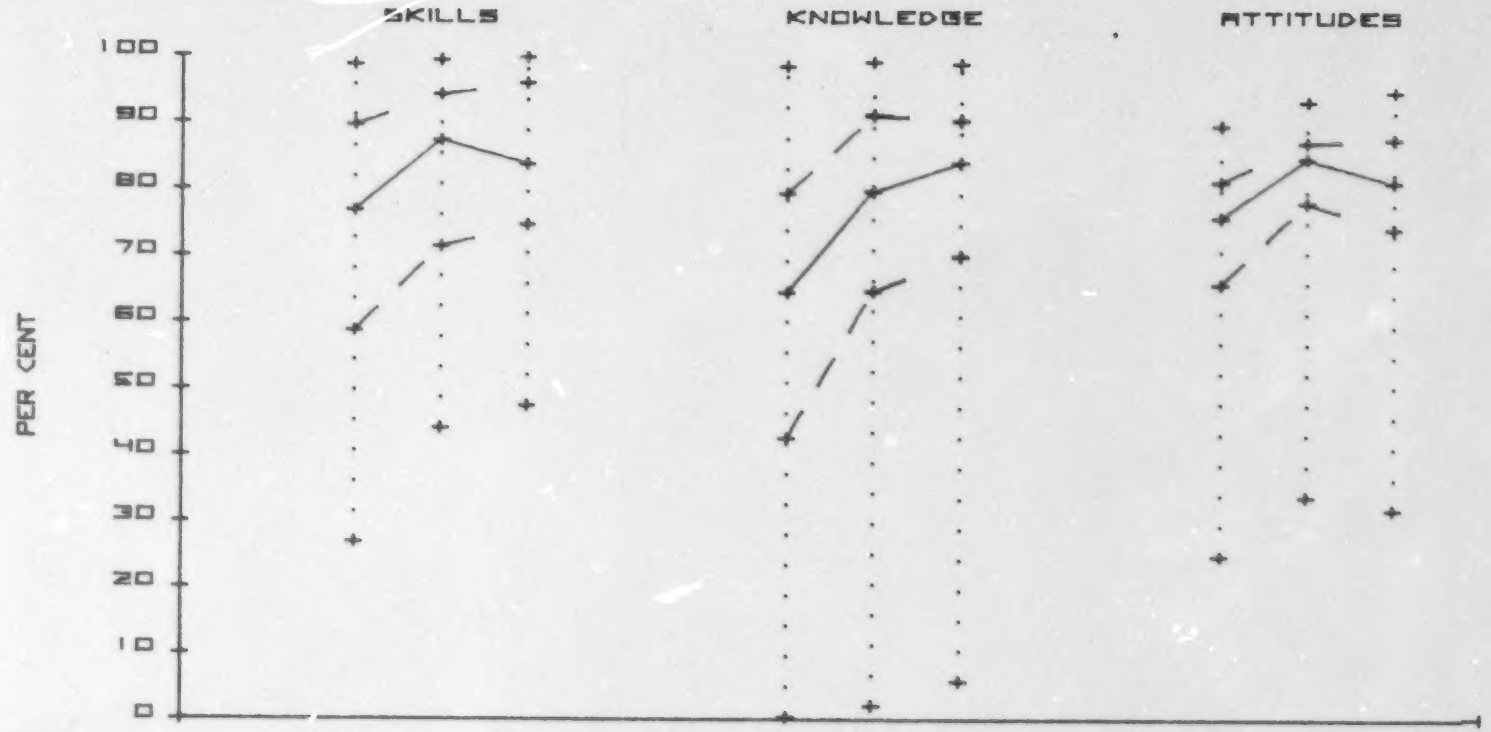
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	75	60	72	72	64	80	73
GROUP MEDIAN P	69	78	74	53	72	67	58	76	69
NO. OF OBS.		35			65			15	

LOW METRO



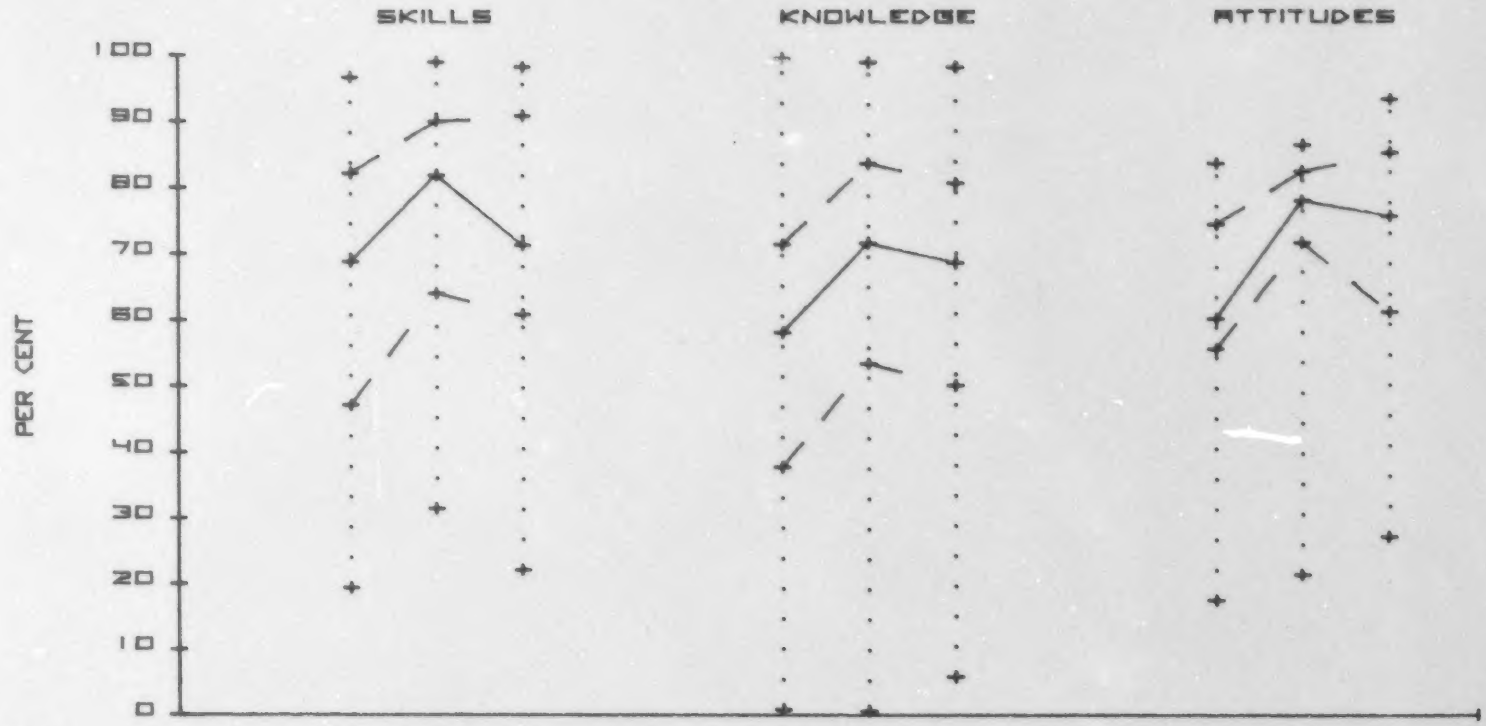
AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	80	72	64	49	66	57	51	74	60
NO. OF OBS.		36			62			12	

HIGH METRO



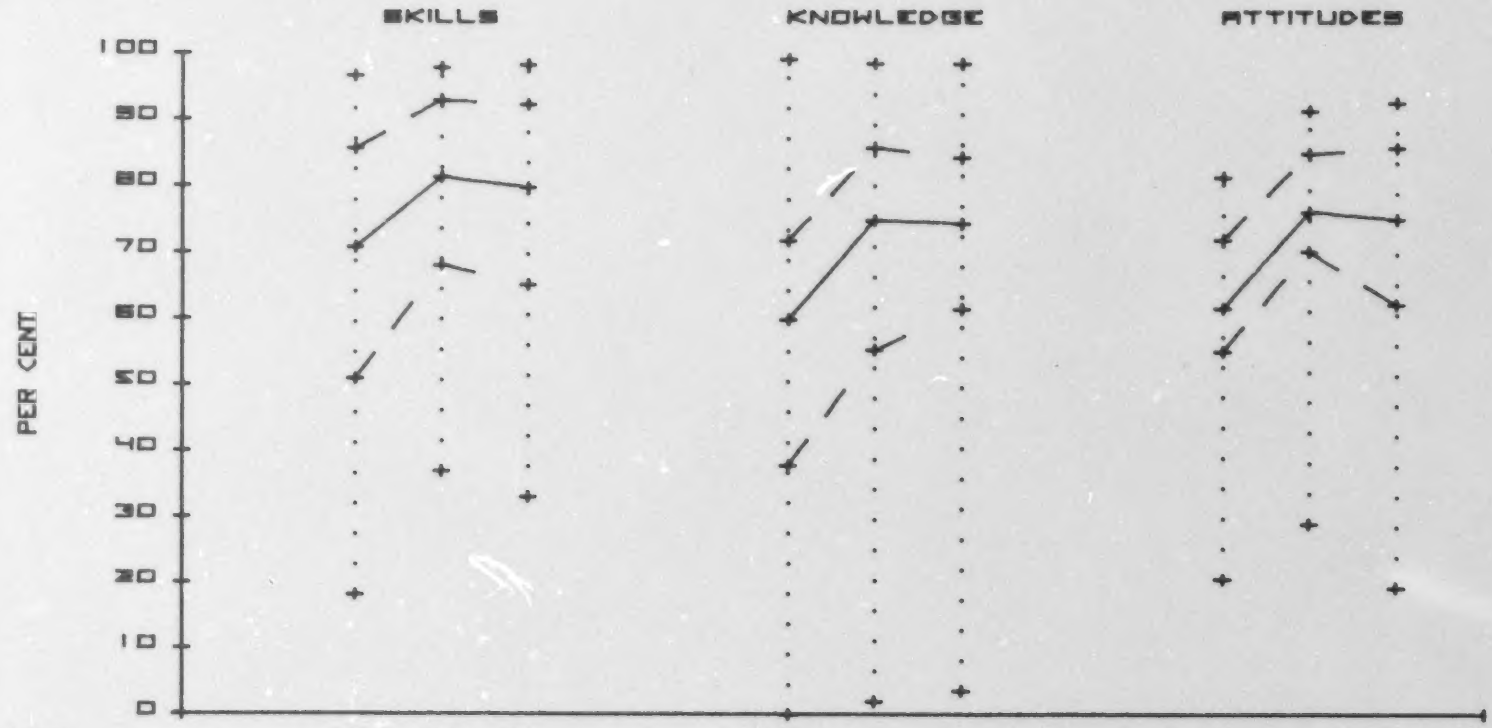
AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	75	60	72	72	64	80	73
GROUP MEDIAN P	77	87	84	64	80	84	78	85	81
NO. OF OBS.		35			85			15	

MAIN BIG CITY



AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	76	60	72	72	64	80	73
GROUP MEDIAN P	69	82	71	58	72	69	60	78	76
NO. OF OBS.		35			65			15	

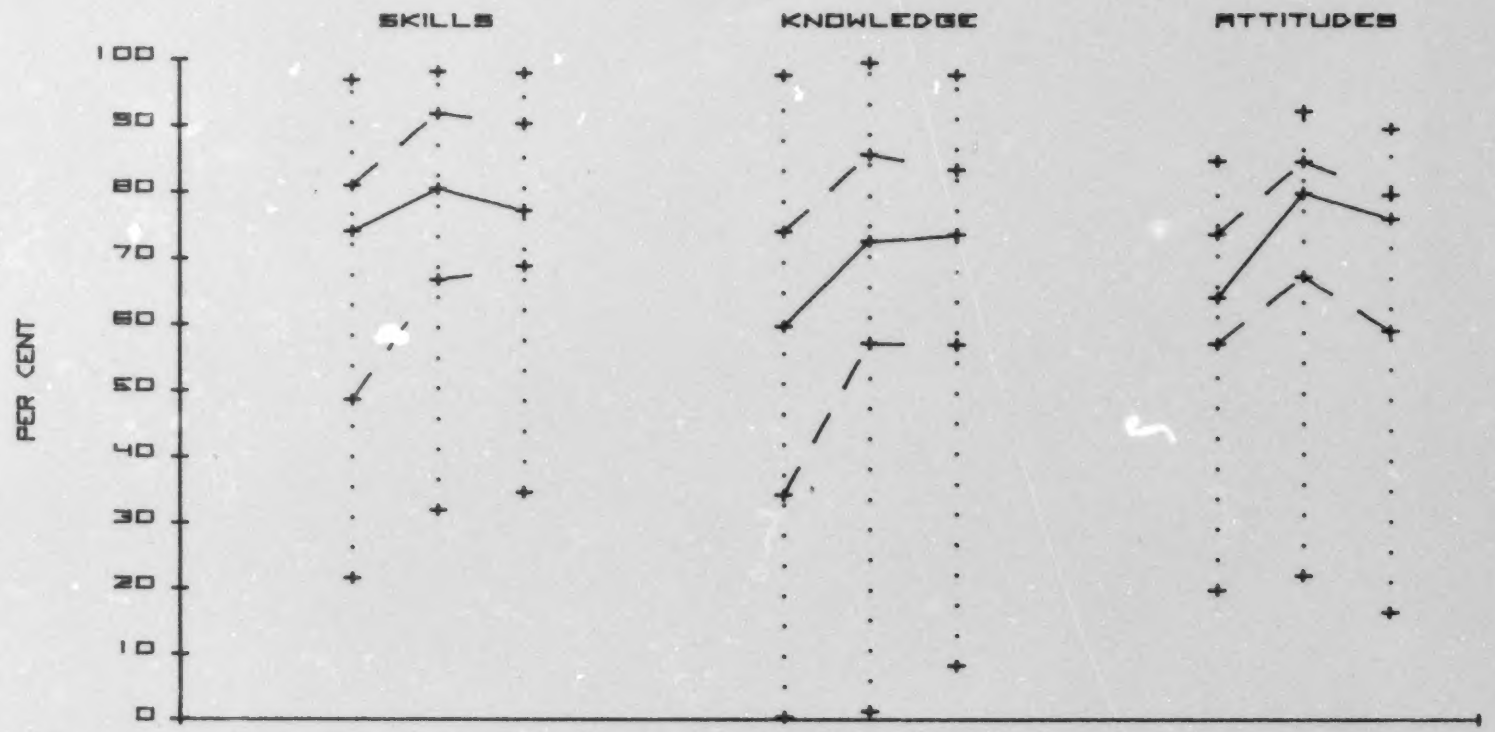
URBAN FRINGE



AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	71	81	80	60	75	74	62	78	75
NO. OF OBS.		35			85			15	

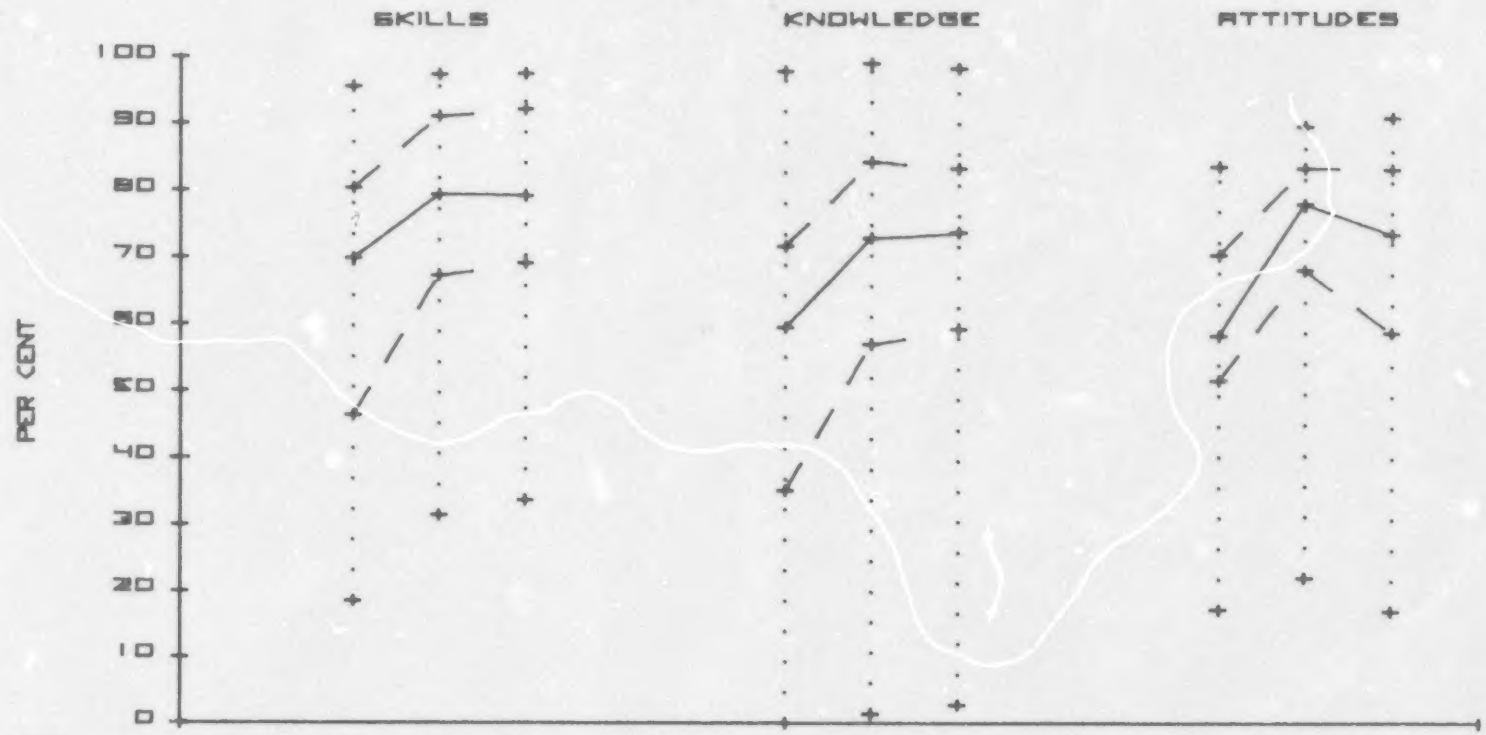
T8

MEDIUM CITY



AGE	13	17	A	13	17	A	13	17	A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	74	80	77	60	73	74	64	80	78
NO. OF OBS.		38			85			15	

SMALL PLACES



AGE	SKILLS 13	SKILLS 17	SKILLS A	KNOWLEDGE 13	KNOWLEDGE 17	KNOWLEDGE A	ATTITUDES 13	ATTITUDES 17	ATTITUDES A
NATIONAL MEDIAN P	70	80	78	60	72	72	64	80	73
GROUP MEDIAN P	70	80	78	60	73	74	58	78	73
NO. OF OBS.		36			55			15	

CHAPTER 6

SOCIAL STUDIES OBJECTIVES[1]

The objectives and subobjectives developed for the 1971-72 social studies assessment are listed below.

I. Have curiosity about human affairs
   - A. Raise questions and seek answers
   - B. Are open to new information and ideas
   - C. Try to understand why other people think and act as they do

II. Use analytic-scientific procedures effectively
   - A. Identify and define problems and issues
   - B. Formulate generalizations and hypotheses capable of being tested
   - C. Obtain information from a variety of sources
   - D. Distinguish facts from opinions, relevant from irrelevant information and reliable from unreliable sources
   - E. Detect logical errors, unstated assumptions and unwarranted assertions; question unsupported generalizations; are aware of the complex nature of social causation and understand that sequence or relationship does not necessarily imply causation
   - F. Use data and evaluate criteria to make decisions

III. Are sensitive to creative-intuitive methods of explaining the human condition
   - A. Read history, philosophy and fiction
   - B. Obtain insight into human affairs from history and philosophy, and from fiction and other forms of art
   - C. Recognize the role of creative-intuitive methods in scientific inquiry
   - D. Distinguish personalized explanations of human affairs from scientific-objective explanations

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[1]A detailed description of the procedures used to develop the objectives for the 1971-72 social studies assessment, as well as the objectives, subobjectives and the age-specific behaviors illustrating each subobjective, can be found in *Social Studies Objectives*, 1971-72 National Assessment of Social Studies (Denver, Colo.: Education Commission of the States, 1970).

IV. Have knowledge relevant to the major ideas and concerns of social scientists
   A. Understand some of the distinctive modes of inquiry (questions and approaches) of social scientists
   B. Understand some of the major relationships involving culture, the group and the self
   C. Understand some of the major characteristics of economic systems, especially the American economic system
   D. Understand some of the major characteristics of the geographic (spatial) distribution of man and his activities, and of man's interaction with the physical environment
   E. Understand some of the major historical developments
   F. Understand some of the characteristics of the major systems of government, particularly the political system of the United States

V. Have a reasoned commitment to the values that sustain a free society
   A. Believe in the fundamental worth of the individual and can justify their belief
   B. Believe in the freedoms of the First Amendment and can justify their belief
   C. Believe in the rule of law and can justify their belief
   D. Believe in open opportunity for advancement and can justify their belief
   E. Are willing to act for the general interest
   F. Are willing to participate in decision making relevant to their lives

Some exercises were developed to measure each of the five major objectives at the four age levels included in the assessment. However, exercises measuring the objectives often varied in content and numbers across age levels. Also certain subobjectives were felt to be inappropriate for one or more age levels, so there are not measures for all subobjectives for all four ages.

The first exhibit in this chapter summarizes each reporting group's performance for the five major objectives. Median p-values are presented for exercises that were given to 13-year-olds, 17-year-olds and young adults. As mentioned earlier, not all objectives and subobjectives received equal assessment emphasis across ages. Therefore, not all exercises were given to all ages. Exercises that were given at more than one age are called overlap exercises. Because of the nature of the social studies objectives, many exercises were different for 9-year-olds. However, a number of exercises were suitable for administration at all three of the older age levels.

Since the exercises analyzed are the same for all the groups and the ages, the median p-values can be used to determine the

relative performance of the reporting groups and the ages for any given objective. For example, the median performance level of Northeastern 17-year-olds is almost 20% above the median performance level of 13-year-olds. The median performance level of 17-year-olds is also above that of adults. It can be seen that this pattern is also present for the Southeast. However, the Southeast median percentages are consistently below the Northeast median percentages -- almost 20% at age 13. The comparisons can be continued until generalizations can be made, i.e., 17-year-olds typically perform above 13-year-olds. Since 12 observations are necessary to provide stable estimates, some caution should be exercised in interpreting the data provided for Objective III. Objective I data should not be used as the basis of generalizations and is provided only for general interest.

The rest of the graphs in this chapter are based on an analysis of all the exercises measuring an objective at a given age level. There is an exhibit for each age summarizing national and group performance on each objective. Objective I information ordered by age is presented first, followed by Objective II information and so on through Objective V.

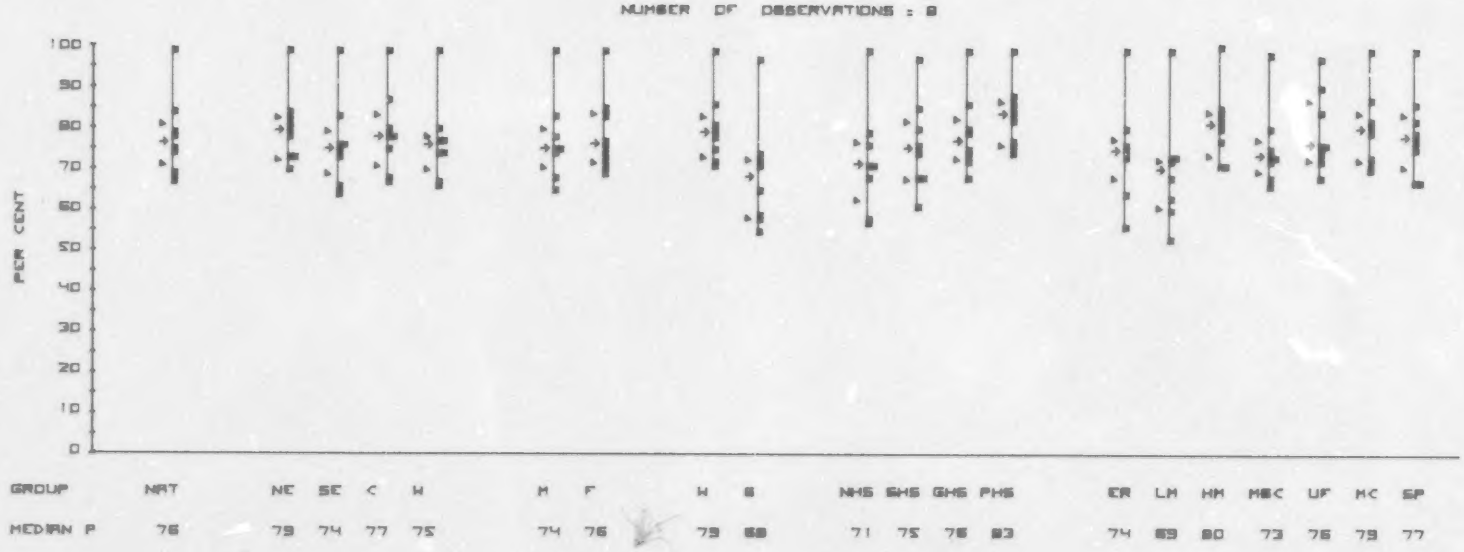
Each graph can be used to determine, for an age level, the relative performance of the reporting groups within each category, as well as the relative performance between each group and the nation. Each black square represents an exercise or exercise part. The range of percentages for each group and the nation can be compared. Median p-values (→) and hinges (◣) are also designated.

MEDIAN P-VALUES BY OBJECTIVE FOR 13, 17, ADULT OVERLAP EXERCISES

	Objective 1			Objective 2			Objective 3			Objective 4			Objective 5		
Age	13	17	A	13	17	A	13	17	A	13	17	A	13	17	A
# of Results	7	7	7	20	20	20	11	11	11	60	60	60	13	13	13
National Median P	64.6	66.2	66.1	53.3	73.1	70.6	79.3	88.4	89.3	60.8	73.2	73.5	63.9	79.6	76.9
Group Median P-Values															
REGION															
NE	67.0	64.7	66.6	57.5	77.4	69.9	84.6	91.0	88.7	63.9	76.0	75.4	71.4	82.8	79.5
SE	54.4	66.2	61.3	46.8	68.3	66.4	73.8	85.5	85.8	56.9	68.3	68.1	55.5	74.8	67.8
C	65.8	66.9	67.9	57.7	76.9	71.5	81.3	90.7	92.0	62.5	74.6	75.4	65.5	82.8	78.8
W	66.5	66.9	65.9	51.9	72.6	75.4	76.2	88.6	91.0	60.9	73.7	74.8	61.3	77.6	76.1
SEX															
M	61.6	63.2	66.9	53.4	72.3	73.9	79.2	88.6	89.9	64.3	76.0	77.5	59.2	78.9	76.9
F	67.6	69.1	65.4	55.2	74.7	69.8	81.4	89.5	89.0	59.2	73.6	69.2	65.7	79.7	74.6
RACE															
W	68.4	66.6	69.3	56.9	78.5	75.3	81.4	91.3	92.9	63.7	75.4	78.1	66.6	82.8	79.6
B	40.3	63.6	54.2	30.7	54.6	45.2	61.3	74.4	71.0	45.1	58.7	51.3	47.5	61.0	62.8
PARENTAL ED															
NHS	52.0	60.6	56.2	36.7	55.9	58.3	72.5	79.8	83.3	49.9	63.3	63.6	46.3	62.3	66.6
SHS	51.1	67.2	68.4	45.4	64.2	68.3	72.9	84.2	89.1	52.5	69.3	70.7	55.6	76.7	75.5
GHS	65.8	68.4	70.1	54.5	73.0	75.0	79.4	90.5	93.4	60.9	72.4	79.9	61.0	80.2	79.9
PHS	68.2	69.6	75.3	63.0	83.5	82.4	86.8	92.9	95.1	65.7	81.5	83.3	72.7	84.6	86.0
STOC															
ER	66.4	68.2	62.8	48.3	72.0	70.1	75.9	87.4	87.5	55.1	75.0	67.3	55.9	76.1	69.9
LM	50.0	63.9	52.2	37.0	64.6	50.9	69.5	81.4	77.0	51.0	66.4	57.9	51.2	73.5	64.7
HM	69.5	69.7	70.4	63.2	85.4	78.8	87.7	93.7	94.6	66.6	81.0	84.7	75.6	84.7	82.3
MBC	58.8	68.2	64.1	53.1	69.3	65.4	82.0	87.1	86.4	59.3	73.2	70.6	60.1	77.9	77.6
UF	68.5	63.8	64.3	58.9	76.2	74.4	85.0	92.7	91.6	62.5	76.4	75.9	61.6	78.0	76.7
MC	64.2	69.3	69.7	54.6	72.7	73.6	80.5	91.2	90.2	61.3	73.3	74.5	63.9	80.2	76.4
SP	63.0	66.9	69.8	50.7	73.5	75.1	77.9	87.2	90.1	61.3	74.5	76.0	58.3	78.3	74.8

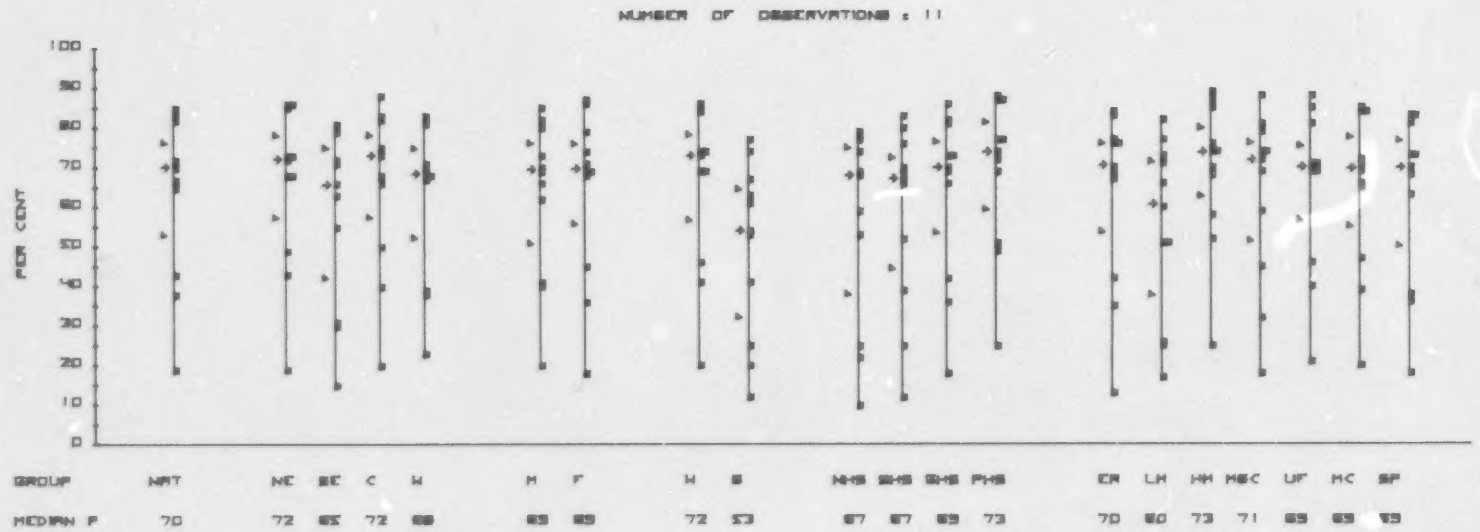
OBJECTIVE 1

AGE 9


NUMBER OF OBSERVATIONS = 8
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS GHS GMS PHS ER LM HM MBC UF MC SP
MEDIAN P 76 79 74 77 75 74 76 79 68 71 75 78 83 74 69 80 73 76 79 77

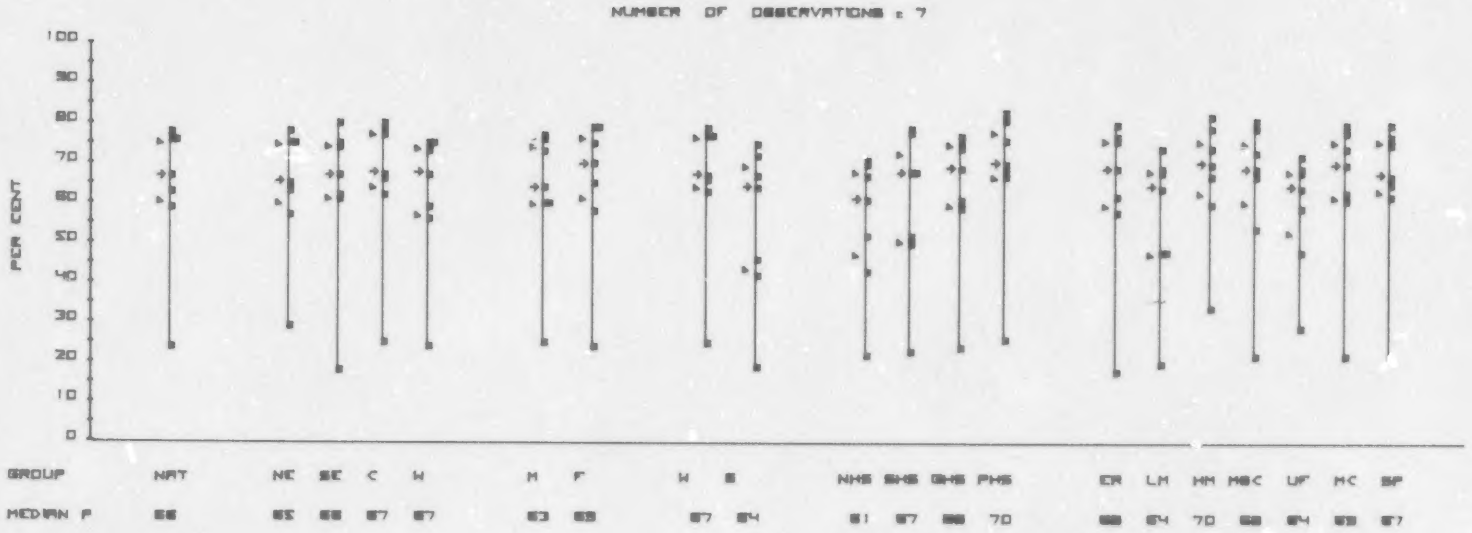
OBJECTIVE 1

AGE 13


NUMBER OF OBSERVATIONS = 11
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS SHS PHS CR LH HH MBC UP MC SP
MEDIAN P 70 72 65 72 68 69 69 72 53 67 67 69 73 70 60 73 71 65 69 65

OBJECTIVE 1

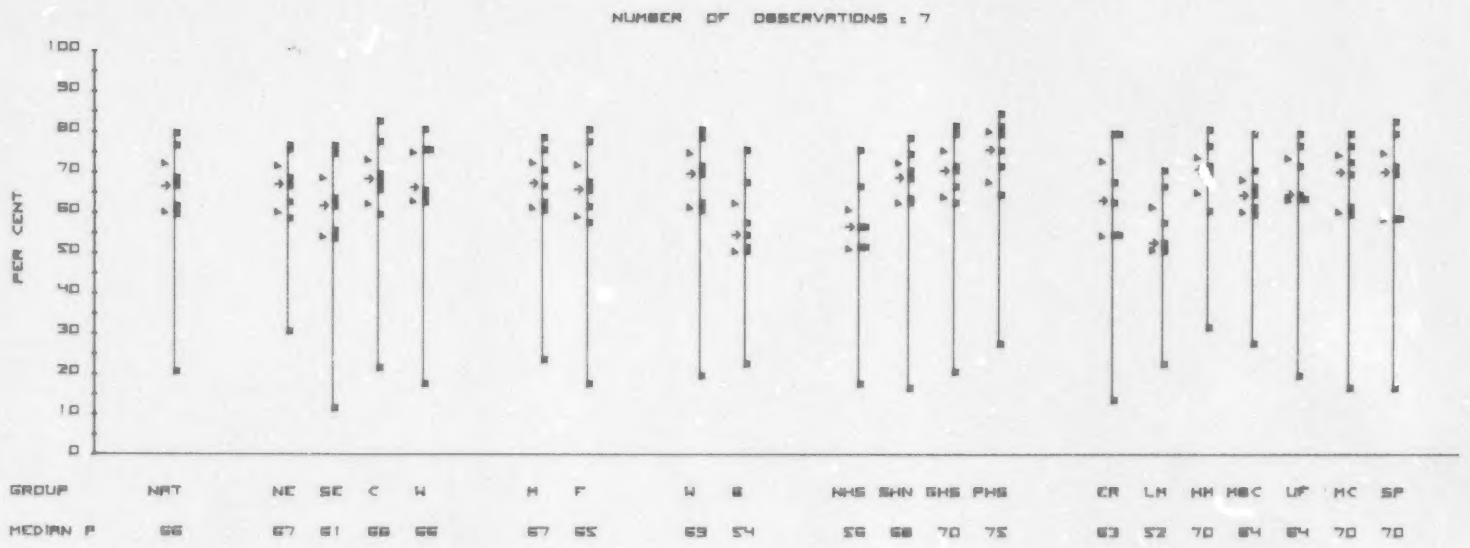
AGE 17


NUMBER OF OBSERVATIONS = 7
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NMS SMS GMS PMS ER LM MM MBC UF MC SF
MEDIAN P 66 65 66 67 67 63 63 67 64 61 67 68 70 64 70 68 64 69 67

906 83

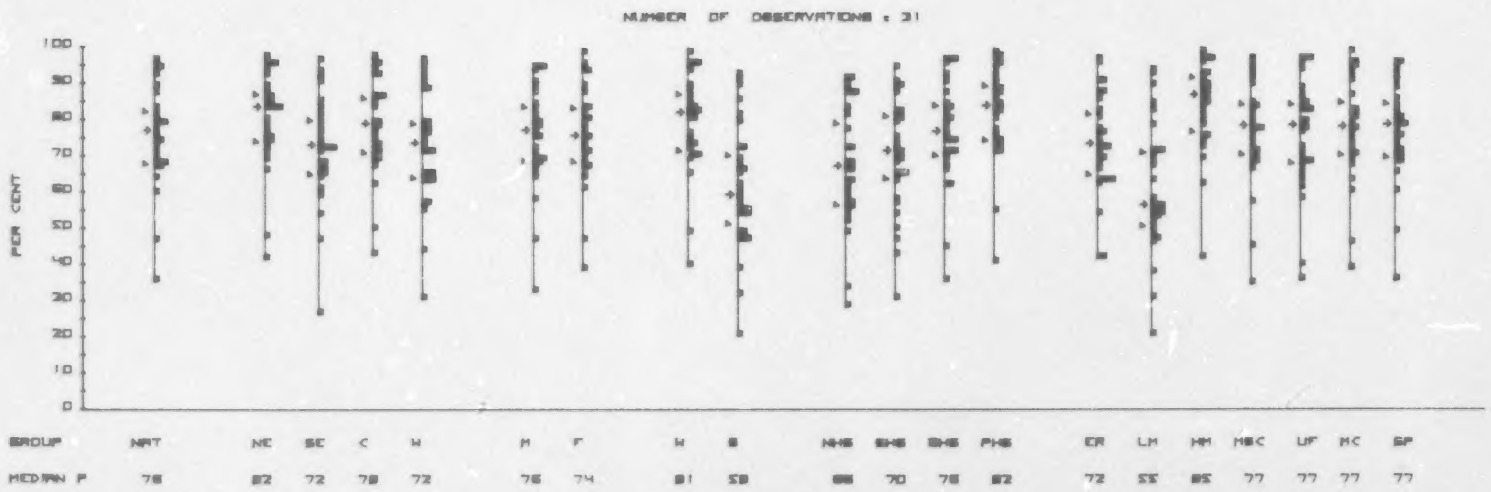
OBJECTIVE 1

ADULT


NUMBER OF OBSERVATIONS = 7
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHN SHS PHS CR LM HM HBC UF MC SP
MEDIAN P 66 67 61 68 66 67 65 69 54 56 68 70 75 63 52 70 64 64 70 70

OBJECTIVE 2

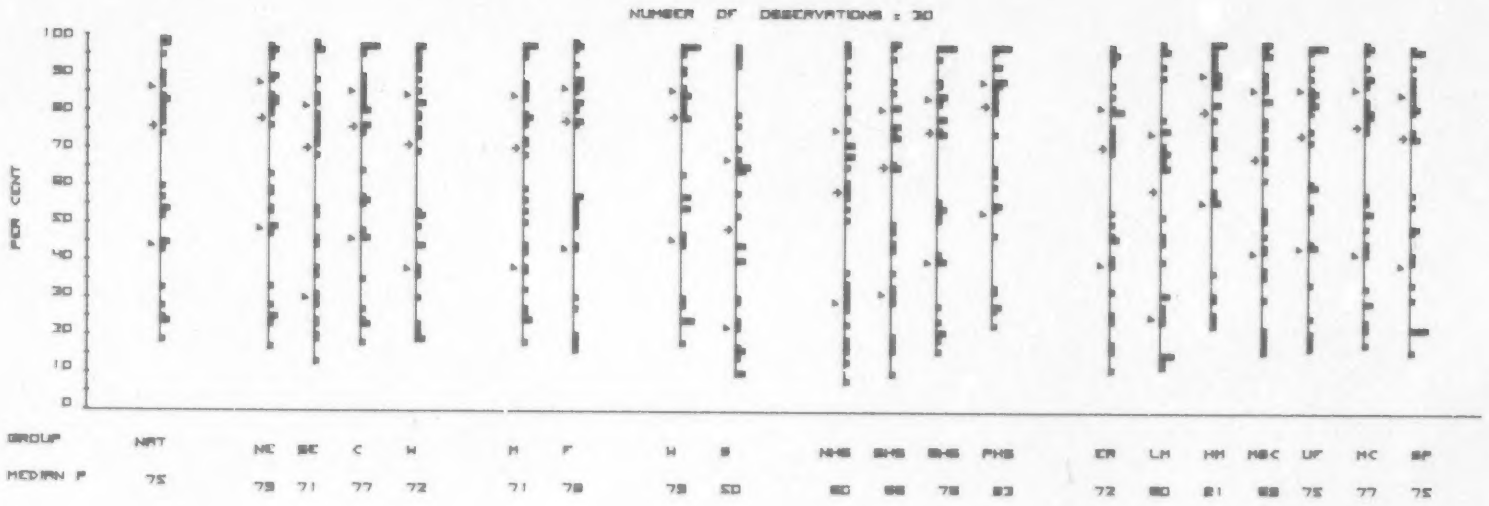
AGE 9


NUMBER OF OBSERVATIONS = 31
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS BHS BHS PHS ER LM MM MBC UF MC SP
MEDIAN P 78 82 72 78 72 76 74 81 58 66 70 78 82 72 55 85 77 77 77 77

26 92 58

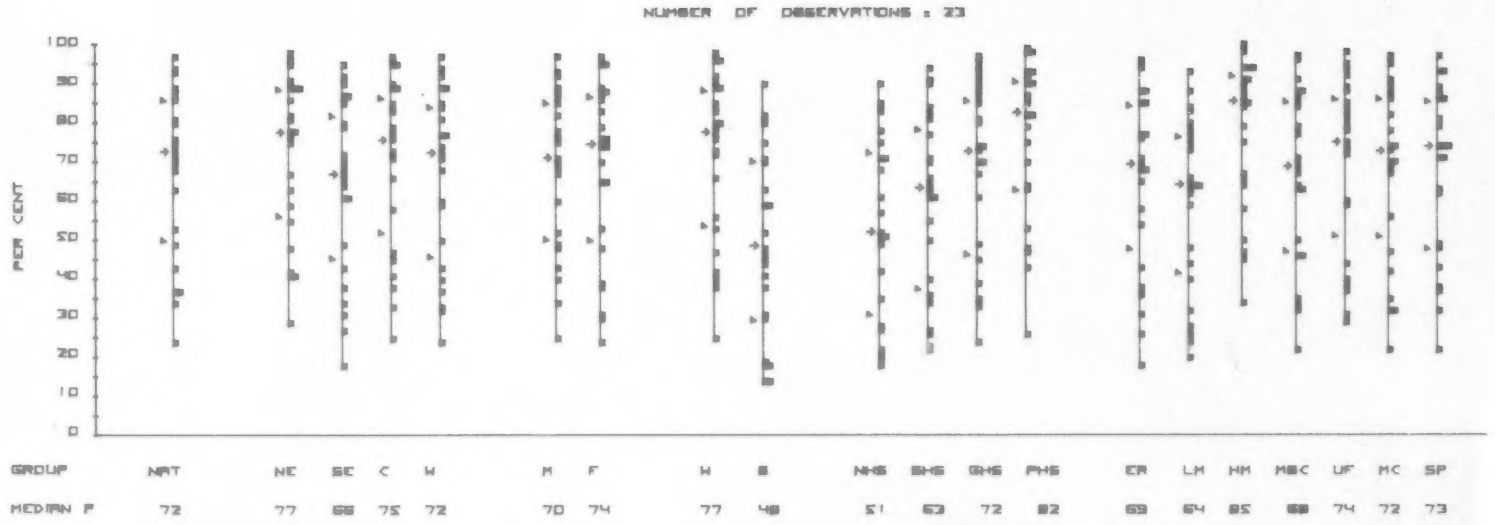
OBJECTIVE 2

AGE 13



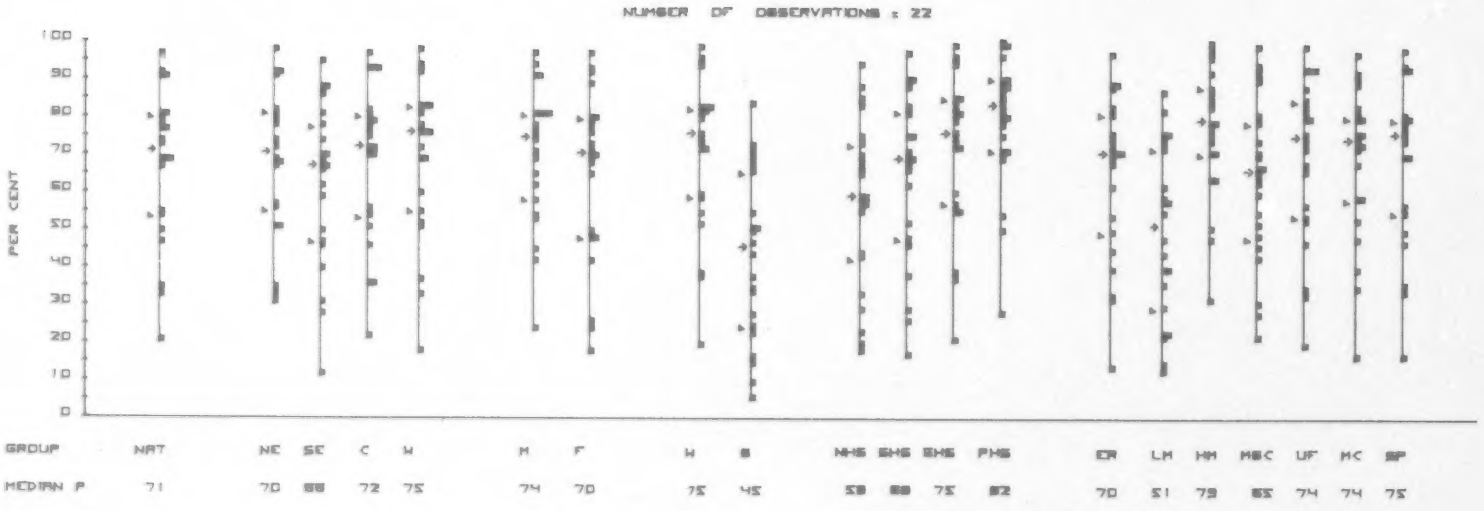
OBJECTIVE 2

AGE 17


NUMBER OF OBSERVATIONS = 23
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS GHS PHS ER LM HM MBC UF MC SP
MEDIAN P 72 77 68 75 72 70 74 77 48 51 63 72 82 63 64 85 68 74 72 73

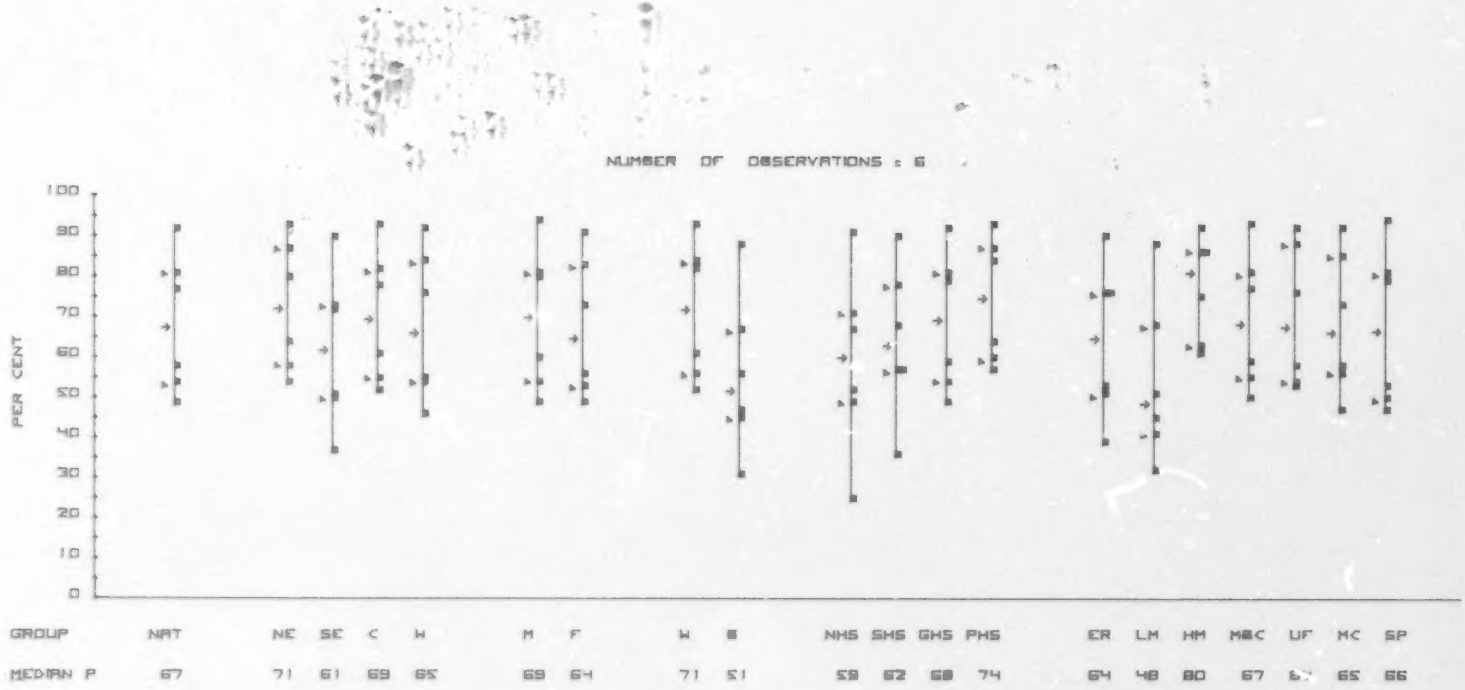
OBJECTIVE 2

ADULT


NUMBER OF OBSERVATIONS = 22
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS EHS PHS ER LM HM MBC UF MC BP
MEDIAN P 71 70 68 72 75 74 70 75 45 59 68 75 82 70 51 79 65 74 74 75

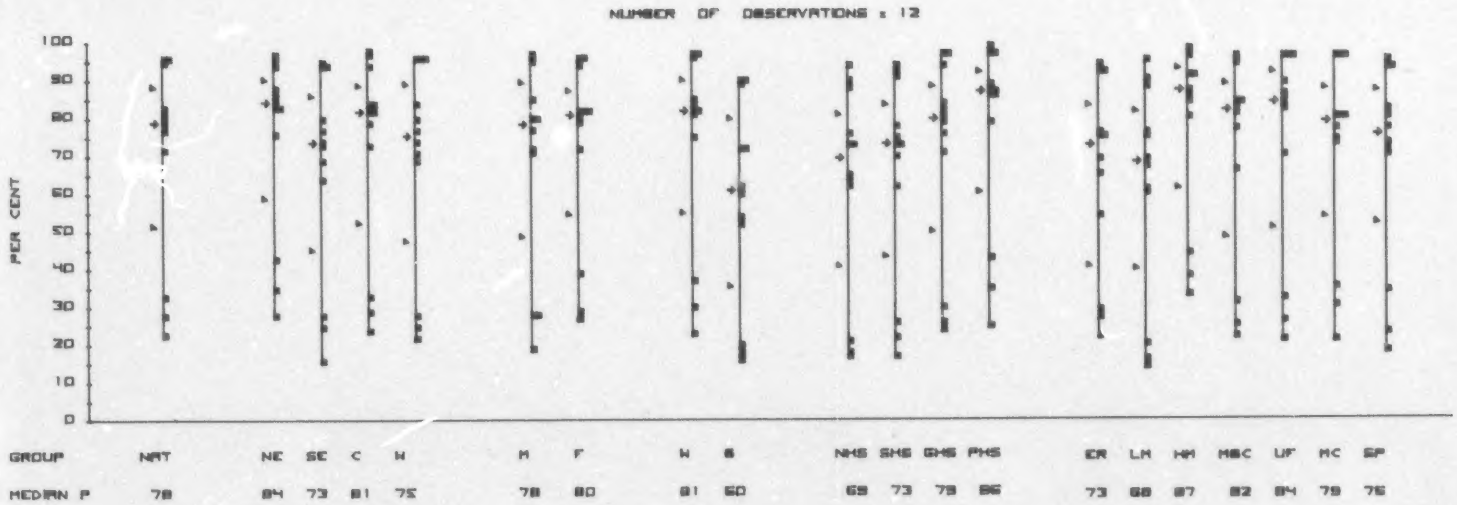
OBJECTIVE 3

AGE 9


NUMBER OF OBSERVATIONS = 6
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS GHS PHS ER LM MM M&C UF MC SP
MEDIAN P 67 71 61 69 65 69 64 71 51 59 62 68 74 64 48 80 67 65 66

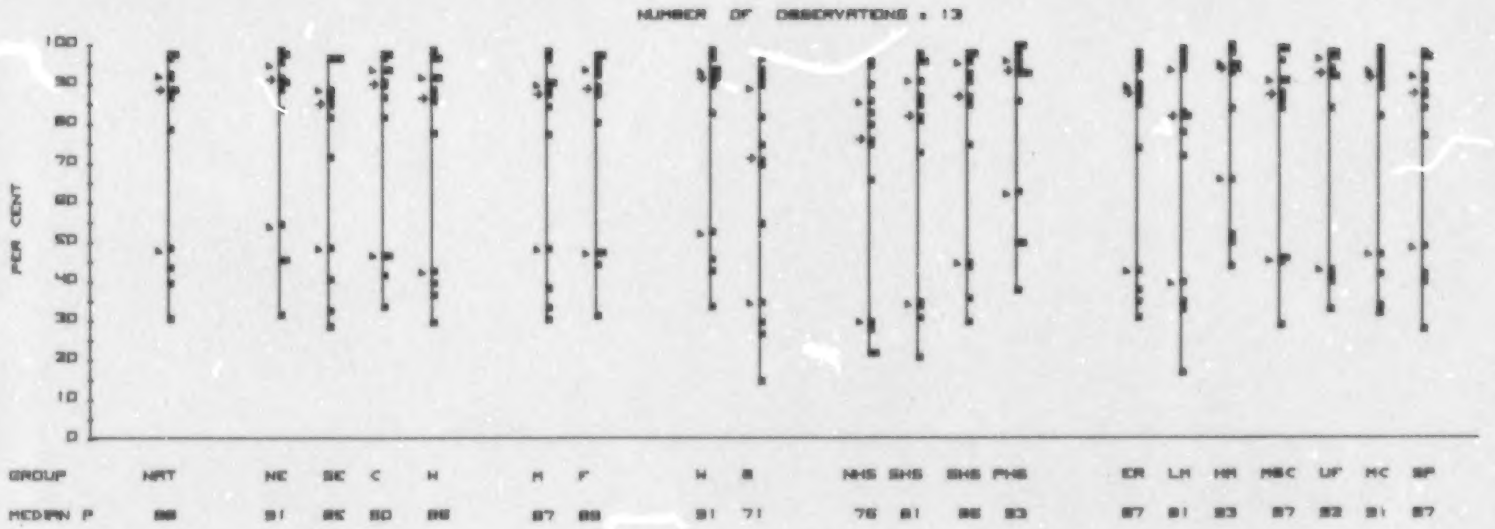
OBJECTIVE 3

AGE 13


NUMBER OF OBSERVATIONS x 12
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C N M F N S NMS SMS GMS PMS ER LM MM MSC UF MC SP
MEDIAN P 78 84 73 81 75 78 80 81 60 69 73 79 86 73 68 87 82 84 79 76

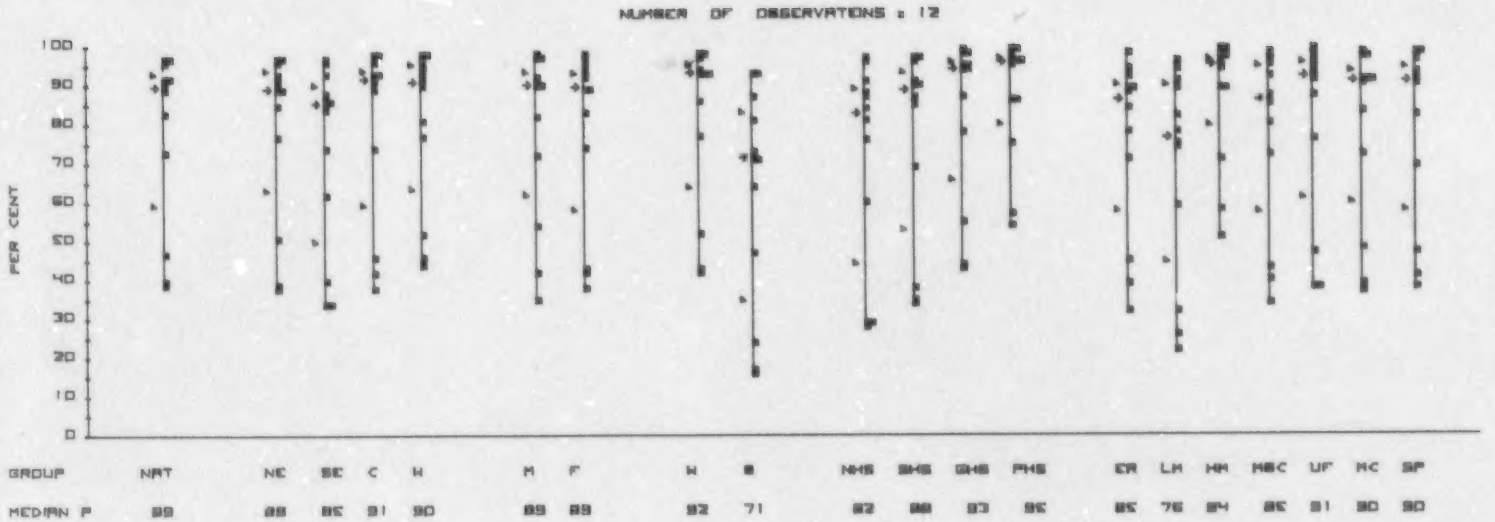
OBJECTIVE 3

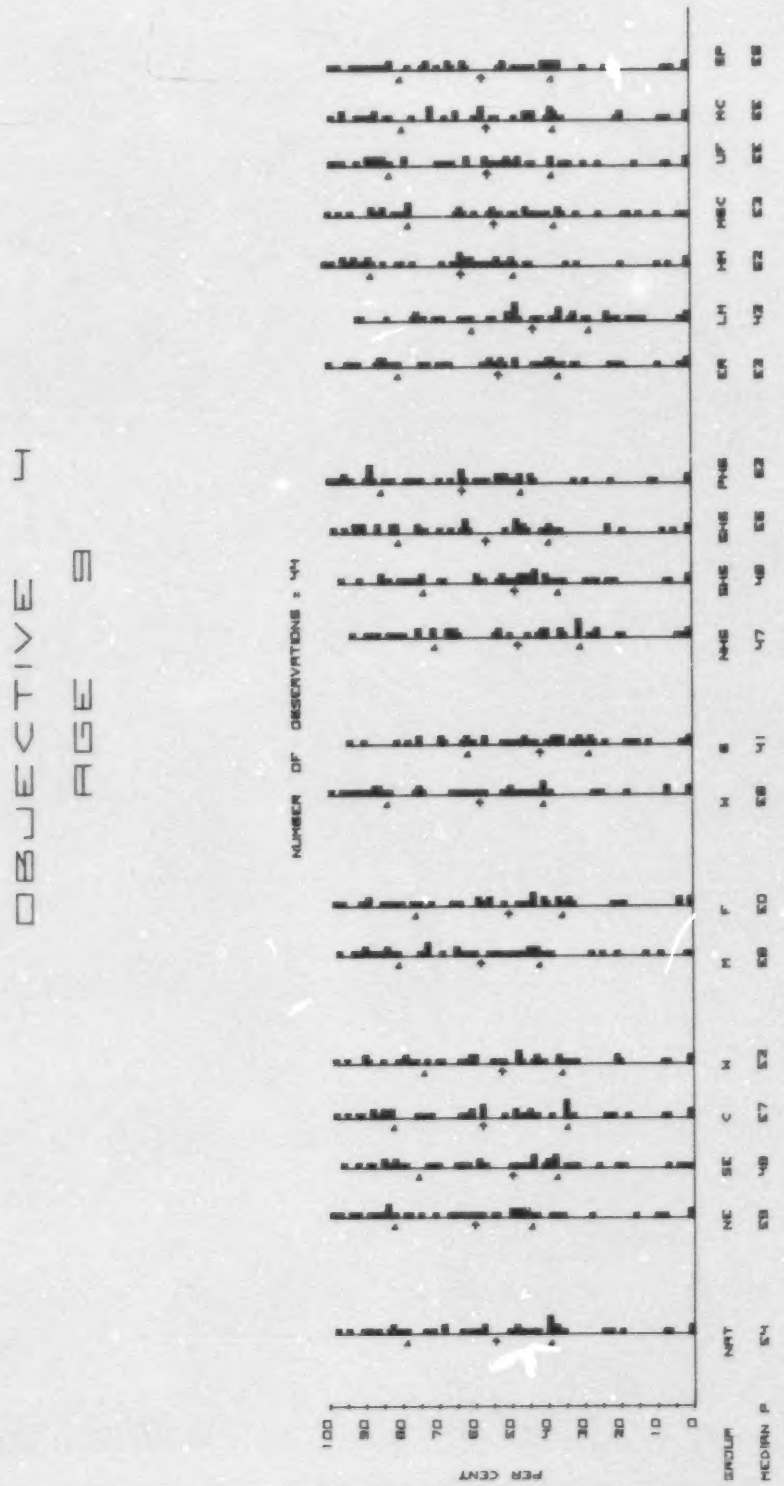
AGE 17


NUMBER OF OBSERVATIONS = 13
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS SHS FHS ER LH MH MEC UF MC SP
MEDIAN P 88 91 85 80 86 87 89 91 71 76 81 86 93 87 81 93 87 82 91 87

OBJECTIVE 3

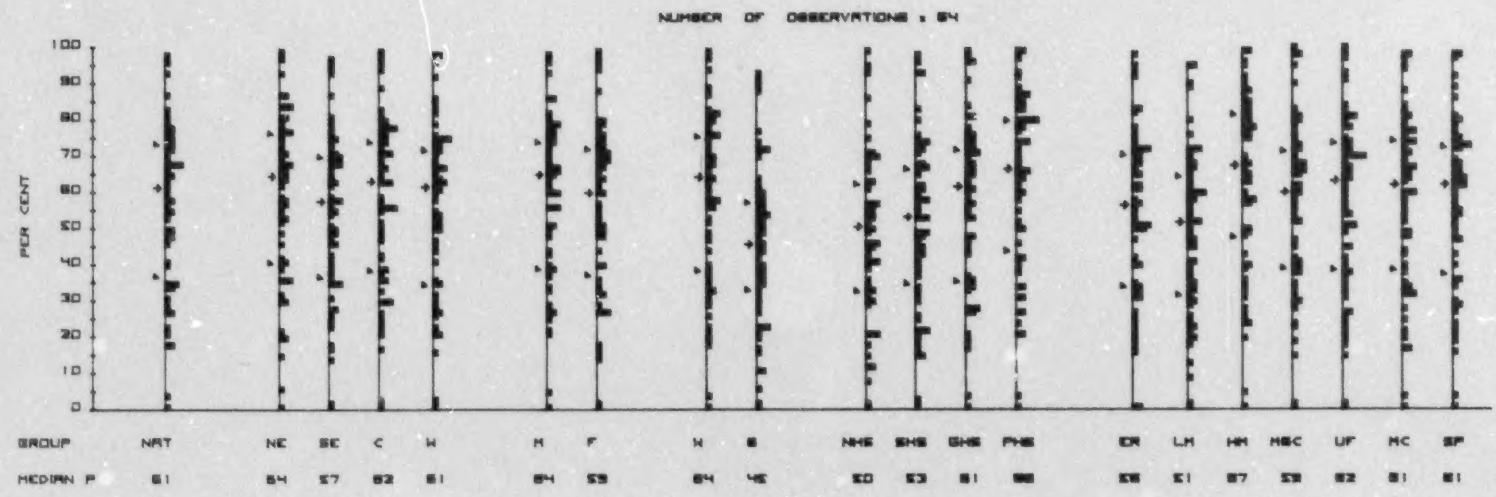
ADULT


NUMBER OF OBSERVATIONS = 12
PER CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT NE SE C W M F W B NHS SHS GHS PHS ER LH MH MBC UF MC SP
MEDIAN P 89 88 85 91 90 89 89 92 71 82 88 93 95 85 76 84 85 91 90 90


OBJECTIVE J
AGE 9
NUMBER OF OBSERVATIONS = 44
PER CENT
100 90 80 70 60 50 40 30 20 10 0
GROUP
MEDIAN P
NAT
NE
SE
C
W
F
M
B
NAS
SAS
PAS
SP
MC
MEC
WC
WP

OBJECTIVE 4

AGE 13



101

OBJECTIVE 4

AGE 17

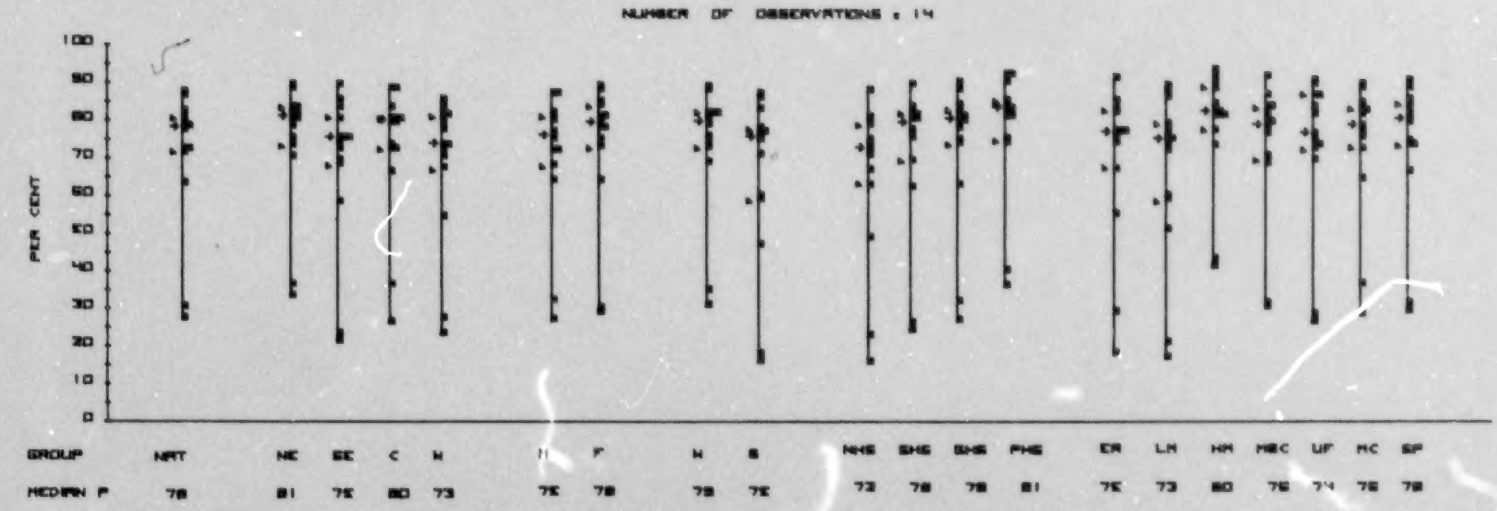
OBJECTIVE J

ADULT

96

OBJECTIVE 5

AGE 9

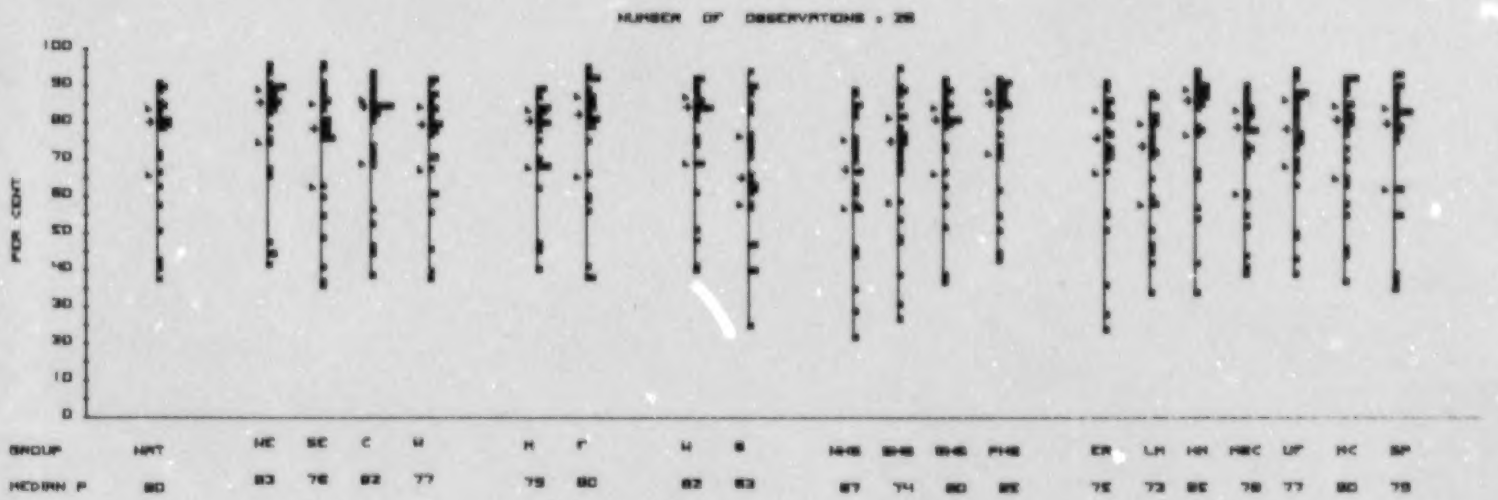

NUMBER OF OBSERVATIONS = 14
PER CENT
0
10
20
30
40
50
60
70
80
90
100
GROUP NRT NE SE C W M F N S NHS SHS SHS PHS ER LR HR MEC UP MC SP
MEDIAN P 78 81 75 80 73 75 78 78 75 72 78 78 81 75 73 80 76 74 78 78

OBJECTIVE 5

AGE 13

OBJECTIVE 5

AGE 17


NUMBER OF OBSERVATIONS = 26
PCR CENT
100
90
80
70
60
50
40
30
20
10
0
GROUP NAT ME SE C W M F W B NHB BHB BHB PHB ER LH HN MBC UP MC SP
MEDIAN P 80 83 76 82 77 79 80 82 83 87 74 80 85 75 73 85 78 77 80 78

99
106
117

OBJECTIVE 5

ADULT

APPENDIX A

CROSS-REFERENCE LIST

Appendix A presents a cross-reference list from release number to NAEP number. Also, p-values are listed for each exercise. Release numbers identify exercise placement within themes, and *The First Social Studies Assessment: An Overview, Report 03-SS-00* and the *Social Studies Technical Report: Exercise Volume, Report 03-SS-20* are in release-number order. The cross-reference list can be used to identify which p-values relate to which exercises and to look exercises up in *The First Social Studies Assessment: An Overview* or *Social Studies Technical Report: Exercise Volume*.

Release Numbers

The following example illustrates how the release-number identification system works.

R_SO08A: The first letter in the identifier indicates that the exercise is released (R) or unreleased (U).

RS_O08A: The second letter indicates the area within which the exercise is classified. This will always be skills (S), knowledge (K) or attitudes (A).

RSO_08A: The third letter indicates the topic -- in this case "obtaining information."

RSO0_8A: The next two digits indicate the exercise placement within a topic.

RSO08_A: Sometimes the last two digits are followed by a letter -- A through F. These letters indicate that the exercise was one part of a multipart exercise.

NAEP Numbers

NAEP numbers identify exercise placement within objective and subobjective. The following example illustrates how this system works.

3<u>0</u>4003-234: The first number indicates the objective.

30<u>4</u>003-234: The second and third numbers indicate the sub-objective within the objective.

304<u>003</u>-234: The next three numbers uniquely number the specific exercise within the objective and sub-objective.

304003-<u>234</u>: The numbers following the dash indicate the age levels that responded to the exercise. In this case, 13-year-olds, 17-year-olds and adults responded. If the exercise had also been given to 9-year-olds, the indicator would include a "1."

YEAR 3 SOCIAL STUDIES

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
UAB01A	506017-1	86.96			
RAB01B		72.67			
UAB01C		77.57			
RAB01D		78.04			
RAB01E		80.76			
RAB02-02	506013-234		64.01	85.37	60.35
UAB03-03	506015-234		56.56	71.89	85.03
RAB04-04	502014-34			79.83	62.30
RAB05-01	103002-1	98.26			
UAB06	505007-1	78.92			
RAB07-01	505011-1	71.77			
RAB08-01	527002-123	79.62	92.09	88.08	
RAB09-03	103001-234		18.48	23.70	20.39
RAB10-10	505009-234		30.38	37.58	40.21
RAB11-01	501007-1	87.15			
UAB12-01	501002-12	27.42	67.66		
RAB13-02	501017-1234	30.18	71.06	83.82	89.40
UAB14	501015-1234	82.17	83.19	84.04	85.59
UAB15-03	102002-234		71.66	75.17	59.09
RAB16-01	527006-234		73.79	89.77	89.94
RAB17-04	501011-34			78.85	78.35
UAB18-03	503012-234		74.48	84.50	76.92
UAB19	501010-34			89.32	81.11
RAB20-10	503010-23		55.22	50.56	
UAB21	503015-34			70.13	90.55
RAR01-01	502005-123	72.54	87.28	90.62	
RAR02-04	501009-234		57.87	80.00	72.70
UAR03-03	502009-234		72.81	79.59	77.18
UAR04	502008-34			80.52	81.46
RAR05-04	502002-34			80.64	91.22
UAR06	502011-234		63.88	78.13	77.88
RAR07	502012-234		59.36	62.60	55.64
RAR08-04	502010-234		40.59	66.12	70.57
UAR09-01	502013-34			57.49	69.90
UAR10-01	502017-34			81.59	80.23
RAR11-04	502007-234		53.46	79.61	71.97
RAR12A02	502016-34			42.26	55.96
RAR12B02				40.34	44.03
RKE01	403017-1	83.18			
RKE02	403007-1	43.87			
UKE03	403013-1	48.51			
RKE04	403021-1	88.93			
UKE05	403005-234		47.18	58.10	74.68
UKE06	403008-234		64.83	80.66	76.50
RKE07	403010-234		57.05	81.24	78.51
UKE08	403026-234		79.80	87.34	92.77
UKE09A	405010-234		65.48	60.26	51.64
RKE09B			40.77	66.00	52.47
RKE09C			67.44	78.34	83.42
UKE09D			20.29	29.66	27.77
UKE10	404002-234		27.16	54.99	50.08
UKE11	403024-34			25.94	27.92

YEAR 3 SOCIAL STUDIES

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
RKE12	403032-34			51.16	56.40
RKE13	403031-34			21.34	30.34
RKE14	403011-234		22.14	44.64	55.06
RKE15A	403001-234		54.11	71.76	72.42
UKE15B			34.83	59.71	72.02
UKE15C			33.85	21.65	21.40
RKE15D			53.55	79.24	71.98
RKE16-03	406001-34			52.33	51.49
RKG01	404017-1	50.93			
RKG02A	404018-1	57.35			
RKG02B		79.91			
UKG02C		61.01			
RKG02D		68.33			
UKG02E		60.61			
UKG03	404020-1	71.93			
RKG04	404021-1	42.57			
RKG05	404022-1	37.37			
UKG06	404027-1	37.38			
UKG07	404028-1	39.85			
RKG08	405031-12	24.36	70.46		
RKG09	404029-234		29.87	33.74	22.00
RKG10	404012-1	89.22			
UKG11	404013-1	80.94			
UKG12	404015-12	22.19	54.21		
UKG13	404003-234		57.77	78.19	65.82
RKG14	404006-234		52.69	60.03	46.96
RKG15	402011-34			18.84	30.38
UKG16	402012-34			43.53	44.73
RKG17-03	427001-1234	39.94	59.87	71.06	77.31
RKG18-06	404023-1234	47.10	75.09	82.33	84.63
UKG19	405020-34			45.58	39.13
RKG20-03	405046-34			29.58	36.70
RKH01	405006-1234	39.77	67.30	78.73	77.09
UKH02	405021-1	94.30			
UKH03	405022-1	68.82			
UKH04	405032-2		45.92		
RKH05	405040-1	44.74			
RKH06	405011-234		49.57	64.02	48.72
RKH07	405041-234		77.22	85.02	78.55
RKH08	405028-1	82.48			
UKH09	405024-234		61.21	81.98	75.79
RKH10	405014-34			89.06	86.71
UKH11	405037-34			38.75	35.46
UKH12-03	402015-34			32.41	49.23
RKH13A02	405045-1234	6.07	17.81	34.71	40.77
RKH13B02		7.90	33.97	64.01	72.82
RKH13C02		.08	.28	1.40	4.06
RKH13D02		.54	3.05	7.40	19.53
UKH14A	405005-1234	58.29	62.83	55.43	62.55
UKH14B		90.90	97.88	98.77	97.53
RKH14C		48.91	56.64	54.11	60.81
RKH14D		82.53	86.69	85.36	90.46

YEAR 3 SOCIAL STUDIES

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
RKH15A	405048-1234	78.55	96.59	97.97	96.25
OKH15B		[illegible]46	34.84	45.57	38.81
RKH15C		63.40	74.78	74.66	65.52
OKH15D		86.04	95.65	96.33	92.46
OKH16	405007-1234	39.57	64.61	[illegible]5.01	81.11
RKH17	405035-234		67.15	69.74	80.81
RKH18	405009-1234	46.85	76.45	91.76	88.46
OKH19	405015-34			50.22	61.55
RKP01	402008-1	35.92			
RKP02	406010-1	73.82			
RKP03	406022-1	57.54			
RKP04	401004-234		49.46	71.64	74.27
OKP05	406020-234		39.14	66.71	66.23
OKP06	406021-234		26.72	37.71	63.89
OKP07A	406033-234		66.99	82.94	89.19
OKP07B			47.23	64.88	70.20
OKP07C			60.34	87.19	88.97
OKP07D			82.49	93.93	96.34
RKP08A	406035-234		71.34	83.75	79.11
RKP08B			71.68	89.82	95.02
RKP08C			73.43	89.37	91.47
RKP08D			77.05	91.45	91.79
RKP09	406006-234		63.28	83.92	78.23
OKP10	406023-2		76.77		
RKP11	406005-34			48.80	52.32
OKP12	406018-234		26.39	49.24	45.73
RKP13	406019-234		34.84	70.93	61.85
OKP14	406026-3			9.28	
OKP15	406015-234		30.28	55.93	65.47
RKP16	406011-234		73.69	89.44	89.69
RKP17	406012-234		17.05	48.51	59.66
RKP18A	406017-34			72.80	74.42
RKP18B				83.15	74.09
RKP18C				73.57	70.64
RKP18D				62.59	69.68
RKP18E				90.05	90.20
RKP19	201008-1	92.41			
OKP20	406007-1	97.27			
RKP21-01	402006-234		67.03	83.65	68.59
RSI01-01	205013-1	63.66			
OSI02	204008-1	66.90			
OSI03	204021-1	73.84			
RSI04	204020-1	67.47			
OSI05	205017-1	71.35			
RSI06	205002-1	69.49			
OSI07	205003-1	66.43			
OSI08	205004-1	46.57			
OSI09	204010-234		73.91	85.05	73.99
OSI10	205008-234		81.11	86.93	80.10
RSI11	205010-234		59.49	80.48	76.35
OSI12	205007-234		56.72	79.81	80.13
RSI13	304006-234		77.48	91.25	88.99

YEAR 3 SOCIAL STUDIES

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<---------NATIONAL P-VALUE---------> AGE 9	AGE 13	AGE 17	ADULT
USI14	204011-234		79.00	92.99	90.87
USI15	205006-234		53.58	69.89	72.27
RSI16	304003-34			30.86	39.25
USI17B	304005-1234	76.40	95.67	97.75	95.40
RSI17C		53.10	71.00	78.81	72.33
RSI17D		57.02	80.42	86.67	82.44
USI17E		91.56	94.49	97.07	96.84
RSI18	201001-34			75.42	78.88
USI19	201005-34			36.15	49.84
USI20A	405012-234		92.72	94.61	96.04
USI20B			68.68	67.34	64.20
RSI20C			74.97	79.50	77.97
RSI20D			80.44	89.93	93.95
RSI21	203022-234		44.26	67.26	53.61
USI22	203020-234		76.26	87.91	76.26
RSI23	203029-234		89.41	96.43	90.98
USI24	203027-234		53.10	74.00	68.75
RSI25	205012-234		24.02	42.36	54.30
RSI26	203025-234		23.58	33.93	34.39
USI27	203026-234		23.10	36.54	32.52
RSI28-01	302012-1234	80.69	95.29	96.82	96.92
USI29	302003-1234	48.11	76.65	92.34	91.37
USI30	302005-234		79.35	88.44	89.31
RSI31-01	302019-234		82.86	88.14	91.28
RSI32-01	302014-23		32.73	43.13	
RSI33-01	302017-234		22.20	39.33	38.85
RS001-03	101012-1	68.94			
US002-01	101008-1	78.64			
RS003B04	101022-12	83.37	84.07		
US003D02		77.26	81.60		
US003F02		74.28	70.89		
US004-01	101010-12	66.61	82.38		
RS005-07	101021-1234	73.40	66.93	66.21	61.97
RS006A03	101020-234		42.10	62.18	68.86
US006B01			69.65	75.13	76.15
RS007-12	101002-234		37.93	58.77	66.14
RS008A	203002-1	91.07			
US008B		78.70			
US008C		95.45			
RS008D		75.74			
RS009A	203030-1	68.36			
RS009B		80.39			
US009C		74.19			
US009D		82.25			
US010	203008-1	59.36			
RS011	203016-1	67.53			
US012	203032-1	76.27			
RS013-03	203040-1	78.51			
US014A	203038-12	81.08	94.22		
US014B		78.78	86.40		
RS014C		86.65	98.05		
RS014D		88.45	97.63		

YEAR 3 SOCIAL STUDIES

CROSS REFERENCE LIST: RELEASE NUMBER TO NAEP NUMBER

RELEASE NUMBER	NAEP NUMBER	<----------NATIONAL P-VALUE----------> AGE 9	AGE 13	AGE 17	ADULT
RS014E	203038-12	93.69	98.72		
US014F		93.43	97.88		
US015	203007-23		32.38	52.23	
RS017	204009-234		88.55	93.57	96.67
RS018-03	102001-234		64.58	77.31	79.09
RS019A	203036-1	35.70			
US019B		67.40			
US019C		79.14			
RS019D		73.17			
RS020A	203005-2		82.17		
US020B			83.36		
RS021	203006-2		77.89		
RS022A04	203003-234		44.65	70.28	66.63
US022B03			51.93	72.17	68.86

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 9

Package	1	2	3	4	5	6	7
National	2717	2712	2733	2661	2296	2321	2341
Region							
Northeast	654	666	667	661	580	577	588
Southeast	666	682	697	659	567	586	570
Central	704	695	699	697	580	599	597
West	693	669	670	644	569	559	586
Sex							
Male	1325	1332	1325	1361	1126	1184	1137
Female	1392	1380	1408	1300	1170	1137	1204
Race							
White	2182	2098	2107	2091	1749	1819	1795
Black	368	455	447	380	365	350	353
Other	167	159	179	190	182	152	193
Parental Education							
No High School	153	151	172	140	145	128	144
Some High School	137	126	140	130	136	131	143
Graduated High School	622	623	616	613	583	584	613
Post High School	861	886	915	829	800	816	779
Unknown	944	926	890	949	632	662	662
Size and Type of Community(STOC)							
Low Metro	300	311	252	223	261	240	232
Extreme Rural	289	232	346	236	214	223	237
Small Place	855	895	797	958	721	763	776
Medium City	462	488	464	404	396	373	398
Main Big City	269	291	288	280	237	254	243
Urban Fringe	282	259	246	303	241	229	224
High Metro	260	236	340	257	226	239	231

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 13

Package	1	2	3	4	5	6	7	8	9	10
National	2661	2665	2600	2664	2677	2741	2691	2286	2297	2287
Region										
Northeast	648	647	639	638	658	664	649	563	561	561
Southeast	691	672	666	667	661	688	707	600	574	574
Central	675	686	681	691	677	705	675	558	584	580
West	647	660	614	668	681	684	660	565	578	572
Sex										
Male	1295	1343	1305	1352	1361	1346	1384	1128	1178	1106
Female	1366	1322	1295	1312	1316	1395	1307	1158	1119	1181
Race										
White	2151	2116	2068	2144	2127	2228	2186	1823	1797	1815
Black	357	364	373	316	356	341	329	308	320	302
Other	153	185	159	204	194	172	176	155	180	170
Parental Education										
No High School	168	193	196	196	195	206	193	178	184	163
Some High School	246	246	229	277	248	264	233	249	235	267
Graduated High School	811	809	724	797	796	869	776	774	754	789
Post High School	1027	1027	1059	984	1053	994	1081	864	903	815
Unknown	409	390	392	410	385	408	408	221	221	253
Size and Type of Community (STOC)										
Low Metro	236	296	266	237	286	250	281	225	224	230
Extreme Rural	183	242	281	228	278	323	284	192	203	230
Small Place	945	937	904	904	849	908	834	776	795	754
Medium City	478	405	371	469	465	423	486	403	368	368
Main Big City	301	275	277	291	305	309	313	253	271	262
Urban Fringe	214	213	242	286	193	244	198	188	190	183
High Metro	304	297	259	249	301	284	295	249	246	260

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE AT AGE 17

Package	1	2	3	4	5	6	7	8	9	10	11	12
National	2684	2679	2654	2707	2672	2659	2665	2670	2722	2498	2498	2497
Region												
Northeast	654	634	622	649	635	647	619	634	675	607	606	620
Southeast	700	685	707	714	707	724	705	702	715	636	654	631
Central	671	676	688	686	661	638	681	651	674	619	603	624
West	659	684	637	658	669	650	660	683	658	636	635	622
Sex												
Male	1313	1327	1276	1294	1313	1278	1326	1243	1357	1187	1214	1163
Female	1371	1352	1378	1413	1359	1381	1339	1427	1365	1311	1284	1334
Race												
White	2214	2189	2239	2172	2199	2139	2158	2132	2208	2008	2009	2012
Black	312	338	293	369	304	358	333	345	333	323	320	329
Other	158	152	122	166	169	162	174	193	181	167	169	156
Parental Education												
No High School	276	264	232	253	269	268	273	281	302	246	256	216
Some High School	373	361	336	367	376	368	355	403	378	346	384	358
Graduated High School	807	824	847	846	787	806	777	787	767	813	811	752
Post High School	1070	1085	1113	1088	1096	1076	1114	1038	1103	945	919	1032
Unknown	158	145	126	153	144	141	146	161	172	148	128	139
Size and Type of Community (STOC)												
Low Metro	317	321	247	343	292	328	283	328	303	316	314	291
Extreme Rural	348	288	306	255	298	364	307	289	371	279	274	277
Small Place	830	881	905	981	878	850	872	883	904	821	819	827
Medium City	419	438	410	421	464	408	435	477	464	400	415	411
Main Big City	274	192	295	256	229	230	235	228	217	231	219	230
Urban Fringe	144	123	155	168	152	139	152	174	99	130	134	133
High Metro	352	436	336	283	359	340	381	291	364	321	323	328

NUMBER OF RESPONSES BY GROUP FOR EACH PACKAGE FOR ADULTS

Package	1	2	3	4	5	6	7	8
National	2353	2328	2350	2335	2367	2334	2356	2337
Region								
Northeast	521	518	522	519	523	513	519	518
Southeast	587	583	589	583	585	576	580	574
Central	631	622	627	626	641	631	639	636
West	614	605	612	607	618	614	618	609
Sex								
Male	1080	1072	1085	1072	1051	1038	1045	1037
Female	1273	1256	1265	1263	1316	1296	1311	1300
Race								
White	1981	1959	1980	1968	1980	1952	1970	1955
Black	232	230	230	229	252	248	250	245
Other	140	139	140	138	135	134	136	137
Parental Education								
No High School	702	696	700	693	722	704	714	711
Some High School	392	388	392	389	398	395	397	397
Graduated High School	674	665	669	669	656	653	663	651
Post High School	489	486	492	488	515	510	508	506
Unknown	96	93	97	96	76	72	74	72
Size and Type of Community (STOC)								
Low Metro	239	234	237	237	229	225	233	230
Extreme Rural	238	236	234	233	245	240	240	239
Small Place	746	741	747	745	756	744	747	746
Medium City	323	325	331	323	317	317	320	315
Main Big City	186	184	184	183	193	192	190	190
Urban Fringe	380	375	381	377	391	387	394	387
High Metro	241	233	236	237	236	229	232	230

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